

**SOUTH AFRICAN PRINCIPALS' PERCEPTIONS OF SHARED LEADERSHIP AND ITS
RELEVANCE FOR SCHOOL DISCIPLINE**

by

JIM MTSWENI

**Submitted in accordance with the requirements
for the degree of**

DOCTOR OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF JJ BOOYSE

JUNE 2013

DECLARATION

“I declare that: SOUTH AFRICAN PRINCIPALS’ PERCEPTIONS OF SHARED LEADERSHIP AND ITS RELEVANCE FOR SCHOOL DISCIPLINE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references”.

JIM MTSWENI

DATE

ACKNOWLEDGEMENTS

Upon completion of this thesis there is desire to express my sincere gratitude to the following individuals, officials and institutions that ensured that the study becomes a reality.

- I would like to thank my promoter Prof JJ Booyse, very sincerely for his patience and understanding. He has so much more to give from the depth of his academic insight than this student of his was capable of grasping or appreciation. I wish to thank him for his support and guidance which was of immeasurable value. I have learnt far more than I was able to express in this thesis. My indebtedness cannot be expressed in words or in writing.
- My subject-librarian, Mrs Danisile Motsatsi, for all the information research, sustaining encouragement and much appreciated assistance at all times.
- Miss Busisiwe Mtsweni, Ms PP Mpila for their quality typing.
- My dearest parents, Johannah and Petrus Mtsweni who have struggled to give me a foundation for actualizing my potential. You have been a great source of inspiration to me.
- A special debt is due to my dear wife, Maria, my daughter, Busisiwe and my four sons, Nkosinathi, Sphiwe, Zondani and Banele, for their love, constant support and encouragement, to them I say : God bless you for the love you have shown me. “UZimu abenani anitjhudubaze”.
- The Department of Education in the Mpumalanga Province, for granting me permission to conduct research in the secondary schools of the Nkangala district.
- The principals of the relevant secondary schools in the Nkangala district, for their friendly and helpful co-operation.
- Mr MAS Nkutshweu, for editing my work.

Above all, I would like to thank God, the Almighty who is the first Creator, for the strength and wisdom He gave me to complete this study.

ABSTRACT

This study focuses on the South African principals' perceptions of shared leadership and its relevance for school discipline.

In a mainly qualitative investigation, empirical data from ten secondary schools in the Nkangala District of the Mpumalanga Province were collected by means individual interviews and observation. These data were analyzed in accordance with accepted procedures for qualitative data processing.

The preponderance of evidence collected in this study indicates that school principals indirectly contribute to school effectiveness and learner achievement through actions they take to influence what happens in the schools and classrooms. The skillful leadership of school principals is a key contributing factor when it comes to explaining successful change, school improvement, or school effectiveness. Schools should provide a stable, caring environment for all learners, irrespective of whether they are working with support or indifference of families. The role of the schools in relation to learners' cultural and social differences should be supportive.

Shared leadership is regarded as the state or quality of mutual influence in which team members disperse the leadership role through the group, participate in the decision-making processes, fulfill functions traditionally reserved for hierarchical leaders, and when appropriate, provide guidance to others to achieve group goals and objectives. The relevant stakeholders should work collaboratively in the education of learners. Principals and educators must understand that their traditional roles have changed and improved organizational teamwork will be fostered by all members of the learning community assuming decision-making roles. For the haul of school improvement school principals have to develop and expand their leadership repertoires. The collaborative process in shared school leadership should offer the opportunity for educators, learners, parents and the other stakeholders to study, to learn about shared leadership and also to share and to enact leadership.

The management of discipline in schools is central to effective teaching and learning. A school that does not have an effective discipline policy (that includes strategies and support mechanisms that are available to all the members of the school community) and that does not maintain a climate of sound discipline, will not function as a centre for teaching and learning. The process of implementing a discipline policy should involve collaborative decision-making. All relevant stakeholders of the school community should have the opportunity to participate in the decision-making process.

The study confirmed most of the views found in the existing body of knowledge on shared leadership and its relevance for school discipline. In the thesis, detailed attention is paid to the challenges those principals who were interviewed, experienced, and to the perceived origin of those challenges and suggested solutions. To conclude the study, a model for exercising sound school discipline through shared school leadership, including ten strategies to promote the implementation of shared school leadership in secondary schools, were proposed.

KEY CONCEPTS

Discipline

School

Management

School management

Shared leadership

School principal

Perception

Shared decision-making

Stakeholder involvement

TABLE OF CONTENTS

CHAPTER ONE: ORIENTATION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE PROBLEM	3
1.3 RESEARCH QUESTION AND SUB-QUESTIONS	4
1.4 AIMS OF THE RESEARCH	5
1.5 RESEARCH DESIGN AND METHODOLOGY	5
1.5.1 Research design	5
1.5.1.1 Qualitative research	6
1.5.1.2 Exploratory research	6
1.5.1.3 Descriptive research	6
1.5.1.4 Contextual research	7
1.5.2 Data collection	7
1.5.2.1 Individual interviews	8
1.5.2.2 Literature study	9
1.5.2.3 Observation	9
1.5.2.4 Sampling	10
1.5.2.5 Triangulation	11
1.5.3 Data processing	11
1.5.4 Ethical considerations	12
1.5.5 Measures to ensure trustworthiness	13
1.6 DEMARCATION OF THE FIELD OF RESEARCH	13

1.7 THE SIGNIFICANCE OF THE RESEARCH	14
1.8 CLARIFICATION OF CONCEPTS	14
1.8.1 Discipline	14
1.8.2 School	15
1.8.3 Management	15
1.8.4 Leadership	16
1.8.5 School principal	17
1.8.6 Perceptions	17
1.9 DIVISION OF CHAPTERS	18
1.10 SUMMARY	18
CHAPTER TWO	
THE NATURE OF SHARED SCHOOL LEADERSHIP AND ITS RELEVANCE FOR SCHOOL DISCIPLINE	
2.1 INTRODUCTION	20
2.2 WHAT IS SHARED SCHOOL LEADERSHIP?	20
2.3 COMPONENTS OF SHARED SCHOOL LEADERSHIP	22
2.3.1 Vision	22
2.3.2 Mission	23
2.3.3 Effective problem solving and decision making	24
2.3.4 Goal attainment	26
2.3.5 Conflict management	28
2.3.6 Effective communication	30
2.4 BENEFITS OF SHARED SCHOOL LEADERSHIP	32
2.5 THE ROLE OF THE PRINCIPAL IN SHARED SCHOOL LEADERSHIP	35

2.5.1 The nature and rationale of School-Based Management (SBM)	37
2.5.1.1 Purpose of SBM	37
2.5.1.2 Advantages of SBM	38
2.5.1.3 Disadvantages of SBM	40
2.5.1.4 Role of the school principal in SBM	40
2.5.1.5 Role of educators in SBM	41
2.5.1.6 Role of parents in SBM	42
2.6 IMPLEMENTATION OF SHARED SCHOOL LEADERSHIP WITH SPECIFIC REFERENCE TO DISCIPLINE	43
2.6.1 Power relations in the school	43
2.6.2 Embracing the principle of ubuntu	44
2.6.3 Parental involvement in school activities	45
2.6.3.1 Factors hindering parental involvement in school activities	46
2.6.3.2 The importance of parental involvement in school activities	47
2.6.4 Involvement of communities and other stakeholders in school activities	49
2.6.5 Motivation	51
2.6.6 Teamwork	52
2.6.7 Creating a climate for calculated risk taking	54
2.6.8 Organizational leadership and planning	55
2.6.9 Maintenance of sound school discipline	56
2.6.10 Relationship between leadership style and school discipline	60
2.7 SUMMARY	63
 CHAPTER THREE	
 RESEARCH DESIGN AND METHODOLOGY	65
3.1 INTRODUCTION	65
3.2 RESTATEMENT OF THE RESEARCH QUESTION	65
3.3 AIMS OF THE RESEARCH	66
3.4 RESEARCH DESIGN AND METHODOLOGY	67

3.4.1 RESEARCH DESIGN	67
3.4.1.1 Qualitative research	67
3.4.1.2 Descriptive research	69
3.4.1.3 Explorative research	70
3.4.1.4 Contextual research	70
3.5 RESEARCH METHODOLOGY	71
3.5.1 Individual interviews	71
3.5.2 Literature study	74
3.5.3 Observation	75
3.5.4 Criteria for the selection of participants and schools	76
3.5.5 Data collection	77
3.5.6 Pilot study	78
3.5.7 Triangulation and structural coherence	79
3.5.8 Construction of the interview schedule for this study	79
3.5.9 The procedure that will be followed during the investigation	81
3.5.10 Field notes	82
3.5.11 Data processing	83
3.6 ETHICAL CONSIDERATIONS	85
3.6.1 Researcher's competency	85
3.6.2 Relationship with the participants	86
3.6.3 Anonymity and confidentiality	86
3.6.4 Informed consent	86
3.6.5 Privacy	87
3.6.6 Deception of the participants	87
3.7 MEASURES TO ENSURE TRUSTWORTHINESS	88
3.7.1 Truth value	88
3.7.2 Applicability ensured by the strategy of transferability	89
3.7.3 Consistency ensured by the strategy of dependability	89
3.7.4 Neutrality	90
3.8 LITERATURE CONTROL	91
3.9 SUMMARY	91

CHAPTER FOUR	
FINDINGS OF THE RESEARCH	92
4.1 INTRODUCTION	92
4.2 PRINCIPALS' PERCEPTIONS OF SHARED SCHOOL LEADERSHIP	94
4.2.1 Principals' views regarding the role of stakeholders in shared school leadership	94
4.2.2 Shared leadership style based on collegiality	95
4.2.2.1 Shared vision, goals and values	96
4.2.2.2 Nature of relationships with relevant stakeholders	98
4.2.2.3 Parental participation in school activities	100
4.2.2.4 Shared decision-making	101
4.2.2.4.1 Being a democratic leader	102
4.2.2.4.2 Effective communication	104
	105
4.2.2.4.3 Conflict management	
4.3 Strategies for effective shared school leadership	107
4.3.1 Rewarding educators	107
4.3.2 Creating a climate of risk-taking	108
4.3.3 Delegation	109
	110
4.3.4 Teamwork	
4.3.5 Framing clear school goals and objectives	111
4.4 PRINCIPALS' VIEWS ON DISCIPLINE	113
4.5 THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND SOUND SCHOOL DISCIPLINE	114
4.6 SUMMARY	116
4.6.1 Involvement of learners in shared leadership	116

4.6.2 Framing of clear goals and objectives regarding the roles and responsibilities of team members	117
4.6.3 Teamwork	117
4.6.4 Delegation of tasks by the principals	117
4.6.5 Greater involvement of parents in school activities	117
4.6.6 Establishment of good relationship between school principals and other stakeholders	118
4.6.7 Shared leadership should not only be implemented at one school but across the board	118
4.6.8 Identifying educators with key knowledge and skills and use those to assist principals in shared leadership	119
4.6.9 Participation of all stakeholders in shared school leadership	119
4.6.10 Principals should lead by example in shared leadership	119
CHAPTER FIVE	
SUMMARY RECOMMENDATIONS AND CONCLUSION	
5.1 INTRODUCTION	120
5.2 SUMMARY OF THE MAJOR FINDINGS	121
5.2.1 The need for common understanding of the concept shared school leadership	121
5.2.2 The need for shared leadership based on collegiality	121
5.2.3 Establishing effective relationship	122
5.2.4 Dissatisfaction with regard to parents involvement in school activities	122
5.2.5 The need for shared decision making	122
5.2.6 Effective communication	123
5.2.7 Conflict management	123
5.2.8 The positive relationship between leadership style and school discipline	123
5.2.9 Strategies for effective shared school leadership	124
5.3 RECOMMENDATIONS	124
5.3.1 Recommendations for secondary school principal	125
5.3.1.1 Enabling shared leadership style	128
5.3.1.2 Teamwork	128
5.3.1.3 Rewarding learners	129

5.3.1.4 Active parental involvement in the school activities	130
5.3.1.5 Discipline	130
5.4 LIMITATIONS OF THE STUDY	131
5.5 RECOMMENDATIONS FOR FURTHER RESEARCH	131
5.6 CONCLUDING REMARKS	132
5.7 REFERENCES	133

TABLE

TABLE 5.1: Shared school leadership model	125
--	------------

ANNEXURES

ANNEXURE A: Letter requesting permission from the Mpumalanga Department of Education	154
ANNEXURE B: Letter requesting permission from the school principal	155
ANNEXURE C: Response from the Mpumalanga Department of Education	156
ANNEXURE D: Standard Ethics Protocol	157
ANNEXURE E: Interview schedule	158
ANNEXURE F: Transcribed verbatim reports of the interviews	159

CHAPTER ONE

ORIENTATION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Effective school management requires a combination of leadership skills and integrity of purpose that will culminate in trust, loyalty and respect of professional colleagues. It is the school principal's leadership behaviour and effective school management that promotes and fosters organizational commitment amongst educators, learners and parents. Aspects of leadership behaviour that are closely related to promoting organizational commitment are the fostering of a positive professional school climate, good public relations, participatory decision-making and a rekindling of a concern for values in the school as an organization. Organizational commitment, effective leadership and school management go hand in hand.

In the current period of globalization, leadership has assumed more relevance and importance, and the virtues, values, qualities and competencies of leaders must be of a high standard. At the same time, those who occupy leadership positions are called upon to conceive their role within this broader context of the world, the continent and the nation. They must think in terms of aspirations and high ideals of their people. Covey (2004:115) poignantly argues that a transformative school principal must be able to set the direction, demonstrate personal character, mobilize individual commitments and engineer institutional capabilities by building teams and managing change.

The leadership style of school principals ought to be aimed at guiding learners towards adulthood and at promoting the welfare of educators. There can be little doubt that their leadership style also influences the performance of educators in the classroom situation. A bad educator can do great harm in a school and an incompetent, ill-equipped school principal not only disrupts the school administration and organization, but can also ruin the educational potential of the whole school. Leadership without discipline of execution is incomplete and insufficient. Without the ability to execute, all other attributes of

leadership become hollow (Ubber, Hughes & Norris,2007:59). Nwankwo (1982:71) maintains that a bad school principal may render ineffective even the best school program, the most adequate resources and the most motivated educators and learners. In this instance, it can be stated that a school principal who does not maintain patterns of integration and commitment to the school can have a detrimental effect on the organizational commitment of all the other subordinates in the school situation.

Schools should be able to establish and maintain discipline so that effective teaching and learning can take place. According to Blandford (1998:39) discipline underpins every aspect of school life. A school without an effective discipline policy that encompasses strategies and support mechanisms that are available to all members of the school community will not function as a centre for learning and teaching. Blandford (1998:39) further maintains that the process of developing and implementing discipline policy should involve collaborative decision-making. All the community members should have the opportunity to participate in the decision-making. Establishing and maintaining discipline in schools is an important task, not only of the school principals, parents and learners but also of educators (Joubert&Prinsloo, 1999:89, Grey, 2000:3, Geyer, 2000:4).

The purpose of the research was to investigate the principals' perceptions of shared school leadership and its relevance for school discipline. It is assumed that the school principals will not be able to manage and maintain discipline in their schools without shared school leadership. The researcher sought to describe strategies for effective shared school leadership in senior secondary schools in the Nkangala district of Mpumalanga.

Having introduced the research study, it is now important to discuss the background to the problem.

1.2 BACKGROUND TO THE PROBLEM

Leadership is a daunting challenge. Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. Kruger (2003:4-5) found that effective leadership, healthy relationships between all role players, order and discipline, effective instructional leadership and a shared sense of purpose are some common characteristics of schools with sound cultures of teaching and learning. According to Ubber et al (2007:18) today's principals are charged with the duty of shaping their schools to become outstanding beacons of productive learning. They are challenged to clarify their own values, beliefs and positions and to engage proactively with others in the redesign and improvement of their schools. Ubber et al (2007:18) further maintain that principals are expected to orchestrate shared power and decision-making among an array of individuals both internal and external to the school situation. They are also encouraged to build a community of leaders and learners who will effectively shape the school environment to champion increased productivity among learners.

Stoll (1991:76) maintains that effective schools are characterized by a culture of collaboration in which all of the partners within the school, that is, the principal, educators, learners, parents and community, share a commitment to work together to develop the school's learning environment. Contrary to that, some principals allow little or no staff member participation in shared school leadership processes because such participation is regarded as counter-productive, threatening, potentially disruptive and inefficient. Carbone (1990:101) states that unless educators are real decision makers with all the attendant responsibilities, efforts in educator education will always be undermined.

The researcher has been a secondary school principal for 19 years and has also served on several school Governing Bodies, and realized that most secondary school principals are not willing to consult their staff members and to involve other stakeholders in the shared school leadership processes. Under a democratic model of governance, schools should allow all stakeholders such as parents, educators, learners, the state and community to participate in school activities (RSA, 1996: 2). Research has shown that satisfaction and morale are likely to soar in democratically led groups (Prinsloo, 2000:70).

Lee and Reigeluth (1994:63) maintain that participatory decision-making ensures that everyone is instrumental in a school's instructional organizational operations. This will have a positive bearing on learners' performance (Marks & Louis, 1997: 247, Stoll (1991: 78). On the basis of his personal experience and observation, the researcher decided to investigate the principals' perceptions of shared school leadership and its relevance for school discipline in Mpumalanga's Secondary Schools.

Having provided the background to the problem of the research, it is now important to state the problem in a more accurate way by outlining the research question as well as the aims of the study.

1.3 RESEARCH QUESTION AND SUB-QUESTIONS

The research poses the following question:

What are the principals' perceptions of shared school leadership and what is the relationship between shared leadership and the exercise of sound school discipline in the Mpumalanga secondary schools?

The study is further subdivided into the following sub-research questions:

- (i) What is the nature of and rationale for shared school leadership?
- (ii) What are the practices followed and perceptions of principals of shared school leadership in the Mpumalanga secondary schools?
- (iii) How is shared leadership related to discipline?
- (iv) What effects does the school principal's leadership style have on educators and learners in the school and classroom situation?
- (v) What recommendations can be made on the basis of this research in order to make the implementation of sound school discipline successful?

1.4 AIMS OF THE RESEARCH

Based on the research questions as well as the problem statement, the aims of the research were to:

- Describe the key issues and strategies of effective shared school leadership with a view to producing a conceptual framework.
- Determine the nature and rationale for shared school leadership.
- Explore participation of stakeholders within the school organizational structure.
- Determine the practices and perceptions of school principals in the Mpumalanga secondary schools in terms of shared school leadership as they confront the challenges of school discipline.
- Design a model for exercising sound school discipline through shared school leadership.

1.5 RESEARCH DESIGN AND METHODOLOGY

This study on the principals' perceptions of shared school leadership and its relevance for school discipline, was qualitative, explorative, descriptive and contextual (Berg, 1995:24, Merriam, 1998:85-89, Myburgh&Poggenpoel, 1995:4-7) by nature. In considering the nature of the research to be conducted, the researcher argued as follows:

1.5.1 Researchdesign

Qualitative research that is explorative, descriptive and contextual (Berg, 1995:24, Merriam, 1998:85-89, McMillan & Schumacher, 2006:22-24, Myburgh&Poggenpoel, 1995:4-7) was conducted. Qualitative research is based on the view that reality is constructed by individuals interacting with their social worlds. Qualitative researchers are interested in understanding the meaning people have constructed in making sense of the world and experiences they have in the world (Merriam, 1998:6). In this investigation, the focus was on the principals' perceptions of shared school leadership and its relevance for school discipline.

1.5.1.1 Qualitative research

Maykut and Morehouse (1994:43-45) state that qualitative approaches are useful when the researcher intends to have an understanding of a human phenomenon as well as to discover the meaning given to events that subject experience. It involves a naturalistic enquiry that aims at understanding phenomena as they occur naturally (Maykut& Morehouse, 1994:45). This study was concerned with an understanding of how shared school leadership can have an impact on school discipline. According to McCracken (1988:17) qualitative research is more intensive than extensive in its objectives. This study intended viewing the principals' methods of dealing with leadership in a way that is holistic in nature.

1.5.1.2 Exploratory research

According to McMillan and Schumacher (2006:25), the aim of exploratory research is to explore a relatively unknown research area. This study was exploratory in that it attempted to understand how shared school leadership is related to school discipline. In addition, Berg (1995:7) indicates that a qualitative exploratory approach enables the researcher to share in the understanding and perceptions of others and to explore how people structure and give answers to their daily lives.

1.5.1.3 Descriptive research

Qualitative research aims at providing descriptions of the phenomena that occur naturally, without the intervention of experiments or artificially designed treatment (Merriam, 1998:7-8). This study can therefore also be regarded as descriptive in nature.

1.5.1.4 Contextual research

According to Mouton (1996:133) contextual research comprises a study of the phenomena because of their intrinsic and immediate contextual significance. Contextual research focuses on participants within a particular context so as to gain an understanding of the participants within that context. Lincoln and Guba (1985:189) also posit that since individuals take their meaning as much from their context, a phenomenon should be studied in its natural setting.

This study was contextual in nature because it was concerned with the unique context of the principals' perceptions of shared school leadership and its relevance for school discipline. School principals were expected to provide an extensive description of their experiences in their specific context. In this way the researcher was most likely to uncover the true behaviour shown by people when observed in their own real life context (Maykut & Morehouse, 1994:45).

1.5.2 Data collection

According to Bogdan and Biklen (.2007:117) the term data refers to the rough materials researchers gather from the world they are studying, to particulars that form the basis of an analysis. Data includes materials that the researchers conducting the study actively record, such as interview transcripts, and participant observation field notes. Bogdan and Biklen (2007:117) further state that data also include what others have created and the researcher finds, like diaries, photographs, official documents and newspaper articles. Data involves the particulars one needs to think soundly and deeply about and the aspects of life one will explore. Richards (2005:34) states that data are the “stuff” one works with, the records of what one is studying. Richards (2005:34) further states that the researcher creates this data by selecting and using it as evidence in an analysis.

The phrase “data collection” has a bearing on the way in which information and knowledge about the topic of research is obtained. A researcher has to choose data sources and set boundaries for generating the data in question. In this study, data was

collected by means of semi-structured, open-ended, individual interviews, literature study and observation.

1.5.2.1 Individual interviews

According to Stewart and Cash (1985:3) interviewing is “a process of dyadic, relational communication with a predetermined and serious purpose designed to interchange behaviour and involving the asking and answering of questions”. Stewart and Cash (1988:3) further state that the word dyadic means that the interview is a person-to-person interaction between the interviewer and interviewees. Stewart and Cash (1985:3) also state that the concept ‘relational’ suggests an interpersonal connection between the interviewer and interviewees. According to Chirban (1996:xi) an interview, in the true sense of the word, gives an “inner view” of the interviewed person. Comprehending the essence of an individual, his or her emotions and needs, is the central task.

According to Kvale (1996:30) an individual interview seeks to interpret the meaning of the central themes in the life world of the subject. The interviewer registers and interprets the meaning of what is said as well as how it is said. Seidman (1998:11) corroborates by stating that behaviour becomes meaningful and understandable when placed in the context of the subjects’ lives and the lives of those around them. Without context there is little possibility of exploring the meaning of an experience. Patton (2002:21) states that the interviewers primarily use open-ended questions. Their major task is to build upon and explore their subjects’ responses to those questions. The aim is to have the subject reconstruct his or her experience within the topic under the study. According to Patton (as cited by Best and Kahn, 1993:184) the data from the interviews consist of direct quotations from people about their experiences, opinions, feelings and knowledge.

In this study, ten individual interviews were conducted. Ten schools were selected and their principals were interviewed. Open-ended questions were used (Seidman, 1998:9). Interviews were conducted over a period of one to two hours. The individual participants were interviewed because they could possibly supply information relevant to the answering of the research problem. They were expected to share their experiences and

perceptions with the researcher on how shared school leadership can have an impact on school discipline. This is the type of interview that the researcher used to elicit information in order to achieve an understanding of the participant's point of view or situation. It helped the researcher to understand the closed world of individuals, families, organizations, institutions and communities. It is focused, discursive and allows the researcher to explore an issue. It is used to determine individual's perceptions, opinions, facts, forecasts and their reactions to initial findings and potential solutions (Greeff, 1998:298, Schurink, 1998d: 297). The way in which participants were selected will be briefly explained in section 1.5.2.4

1.5.2.2 Literature study

Literature study is regarded as a necessary tool because it provides guidelines for the construction of the theoretical framework as well as for the structuring of the interview schedule. Available literature on shared school leadership and its relevance for school discipline was consulted to obtain an objective view of the research problem outlined above and is reported in Chapter 2. A literature study adds to one's understanding of the selected problem and assists to place the study in a historical and associational perspective (McMillan & Schumacher, 2006:73-74, Mouton, 2008:86-87). It assisted the researcher to develop an acceptable body of knowledge on an educational topic. The researcher in this study used various kinds of sources like newspaper articles, books, theses, dissertations, research reports and research articles for the literature study (Schurink 1998c : 284, McMillan, 2000: 263).

The data from all the available sources that were utilized during the research study were integrated and collated. (Cresswell, 1994:54, Maykut& Morehouse, 1994:126).

1.5.2.3 Observation

According to Schurink (1998c:279) researchers who make use of participant observation are interested in "participant perspectives" or the ways in which people usually make sense of or attach meaning to the world around them. McBurney (1994:169) postulates

that in observations, the researcher observes and records ongoing behaviour and does not attempt to change it. Since the researcher is the primary instrument for data collection and analysis in the research process in qualitative research, it usually involves fieldwork (Merriam, 1998:7). It is vital that the researcher enters the study with little or no biases, motivations and perspectives that could influence the research procedures or findings (Krefting, 1991:216-217).

Field notes are not merely summaries of events but rather detailed written descriptions of what was observed as well as the researcher's interpretations (McMillan, 2000:260, Schurink, 1998c: 285). The researcher must physically go to the people, setting, site and institution in order to observe behaviour in its natural setting (Cresswell, 1994:154). The researcher has to record field notes of the interview situation as well as his impressions.

In this study the researcher observed how the shared school leadership is applied in the selected Mpumalanga secondary schools. He allowed it to happen naturally while recording the information so obtained. Comprehensive field notes were compiled throughout the period.

1.5.2.4 Sampling

Purposive sampling (Schurink, 1998b:253) was used. A purposive sample is one that is selected non-randomly but for some particular reason (McBurney, 1994:203). McMillan and Schumacher (2006:138) posit that in purposive sampling the researcher identifies information-rich participants for the reason that they are possibly knowledgeable about the phenomenon under investigation. Participants were selected on the basis that they could supply information relevant to the problem in question. The target group from which the participants were selected consisted of school principals who are teaching in public secondary schools in the Nkangala district of Mpumalanga Province.

Ten individual interviews were conducted. Ten schools were selected and the focus was on their principals. Purposive sampling was used when schools and school principals were selected. According to McMillan and Schumacher (2006:138) the researcher selects

particular elements from the population that will be representative or informative about the topic of interest. On the basis of the researcher's knowledge of the population, a decision was made about which participants should be selected to provide the best information to address the purpose of the research.

1.5.2.5 Triangulation

According to De Vos (1998b:359) the concept triangulation refers to the use of multiple methods of data collection. Richards (2005:140) concurs and states that triangulation is the term widely used for research designs where different sorts of data or methods of handling data are brought to bear on the research question. In this study, triangulation was achieved through individual interviews, literature study and observation to investigate the principals' perceptions of shared school leadership and its relevance for school discipline (McMillan, 2000:165, McBurney, 1994:169).

1.5.3 Data processing

Data analysis is about working with the data, organizing it, breaking it into manageable units, coding it and searching for patterns (Bogdan & Biklen, 2007:159). According to Maykut and Morehouse (1994:127) data analysis goes hand in hand with data collection so that the researcher focuses on and shapes the research as it continues. An inductive approach to data analysis commences with data collection that relates to a focus of inquiry. What is analyzed emerges from the data itself.

Initially a literature study was conducted to find existing knowledge and information with regard to the research topic. This was done because all types of research needs to be theoretically sound and grounded in terms of existing theory (RAU Department of Educational Sciences, n.d.:3, De Vos & Fouche, 1998b:104). The researcher also used the literature study for the clarification of operational concepts of the research and to find existing information on shared school leadership and its relevance for school discipline. After the fieldwork was completed, the researcher carefully read through the information or data gathered by means of observation, interviews, individual interviews and literature

study. The data was analyzed according to generally accepted methods of analysis. Thereafter the researcher continued with a more detailed and fine-grained analysis of what the participants have tried to convey. During this analysis, the researcher discovered additional topics, themes and categories which all contribute to an overall explanation of the data. The topics, themes and categories identified through data analysis were compared with relevant literature in order to highlight similarities and differences between this investigation and other studies on the topic (Maykut& Morehouse, 1994:126-127, Cresswell, 1994:20-24). This provided the basis for comparing and contrasting data.

During the final phase of data analysis, the researcher compared the materials within the categories to look for variations as well as nuances in the meanings. He also compared the data across categories to discover connections between the themes. The goal was to integrate the themes and concepts into a theory that offers an accurate, detailed interpretation of the data.

After the interpretation of the data was completed, results were presented. This facilitated the process of describing principles and guidelines for school principals to effectively manage and maintain discipline (Rubin & Rubin, 1995:226-227).

1.5.4 Ethical considerations

The researcher undertook to comply with the requirements of all ethical principles. These included the researcher's competency (Strydom, 2002a:69), the relationship with the participants, informed consent (McBurney, 1994:374, Strydom, 2002a:65), anonymity and confidentiality (Saslow, 1992:392, Wallen&Fraenkel, 1991:40), no deception of the subjects (McBurney, 1994:377, Strydom, 2002a:67, Wallen&Fraenkel, 1991:41) and debriefing (where necessary) (Strydom, 2002a:73, McBurney, 1994:379).

In particular, the researcher undertook to comply with the requirements of confidentiality. Confidentiality in research has a bearing on the handling of the information in a confidential way (Strydom, 2002a:64). The anonymity of the participants was maintained

and all the participants were given the assurance that the data collected from them will be treated as confidential (Wallen&Fraenkel, 1991:40). According to Schurink (1998d:306) interviewees should be satisfied that their identity and the information that they have provided will, under all circumstances, be treated as confidential. Pseudonyms were used. Schurink (1998d: 306) further states that it is obvious that the interviewees, particularly “deviants”, will not provide confidential information if they suspect that such information might be revealed to third parties like the police, relatives or even fellow interviewees. The principle of confidentiality denotes that the dignity of interviewees should be respected. Therefore none of the names of the principals who participated in the study were disclosed. The schools that were selected were not identified by names but were referred to as School A, School B and School C. This is explained in more detail in Chapter 4.

1.5.5 Measures to ensure trustworthiness

It was the researcher’s responsibility to ensure that measures of trustworthiness were observed throughout this study. Trustworthiness must be considered at all times. This includes truth value (using the strategy of credibility), consistency (using the strategy of dependability) and applicability (using the strategy of transferability) (Krefting,1991:215, Poggenpoel, 1998:348-350,). These issues are explained in more detail in Chapter 3.

1.6 DEMARCATION OF THE FIELD OF RESEARCH

Mpumalanga, one of the nine provinces of South Africa, consists of four Education and Culture regions, namely the Ehlanzeni, GertSibande, Bohlabela and Nkangala regions. The Nkangala region is further divided into districts namely the Middelburg 1, Middelburg 2, Witbank 1, Witbank 2 and the KwaMhlangadistricts. The KwaMhlanga district is further divided into education circuits.

According to statistics obtained in 2012 from the planning section of the Mpumalanga Department of Education (2012:1), there are 146 public secondary schools in the KwaMhlanga district. These secondary schools are distributed over nine education circuits, namely: Kwaggafontein East, Kwaggafontein West, KwaMhlanga South West,

KwaMhlanga North East, Tweefontein North, Tweefontein South, Libangeni, Siyabuswa and Weltevrede. This research covers ten secondary schools in Kwaggafontein East, Kwaggafonteinwest, Tweefontein South, KwaMhlanga East, Siyabuswa and Weltevrede education circuits in the KwaMhlanga district.

1.7 THE SIGNIFICANCE OF THE RESEARCH

There are several factors that render this study significant. Firstly, the findings will assist those who are dealing with the design and development of training manuals on management and shared school leadership. It will help form a basis on which they can design intervention programs to empower school principals who experience challenges regarding management and discipline in their schools. Secondly, the findings will also assist secondary school leaders who are experiencing management and discipline problems in their schools. The study will also encourage the establishment of the necessary environment, structures as well as support mechanisms for escalating genuine participation and involvement in the shared school leadership of senior secondary schools. The study will also establish opportunities for principals to review their leadership strategies with the view that other role players should participate in shared school leadership processes. This could consequently result in effective decisions being made towards attaining effective school management practices and development.

1.8 CLARIFICATION OF CONCEPTS

In this section the concepts discipline, school, management, leadership, school principal and perception will be explained briefly.

1.8.1 Discipline

The term “discipline” is derived from the Latin terms “disco”, meaning to learn, and “discipline”, meaning instruction, knowledge and learning communicated to the disciples or learners (Van Rensburg, Landman, Bodenstein, 1994:361). Van Rensburg et al (1994:361) further contend that in the broader sense discipline applies not only to

external discipline but also to personal or inner discipline prompted by spiritual acceptance of disciplined behaviour. It also denotes restraint by means of positive guidance, by indicating the correct way and by ensuring adherence to the correct way. In the opinion of Treffry, Summers, O'Neil, Hasset and Todd (1997:211) the concept discipline can be defined as a “practice of imposing strict rules of behaviour on the people” and also as an “ability to work in a controlled manner”. In this regard, Burden (1995:12) states that discipline involves the actions that the educators take to restore order.

In this study discipline will refer to what the educators do to assist the learners to behave acceptably in classroom situations. It will be regarded to be tied directly to misbehaviour because where there is no misbehaviour, no discipline is required. Discipline is intended to suppress and redirect the learners' misbehaviour. When the educators teach this concept to the learners they are educating them to behave in ways that are acceptable to the community and the society at large.

1.8.2 School

In terms of the South African Schools Act (RSA, 1996:4), “school” means a public school or an independent school which enrolls learners in one or more grades between grade zero and grade twelve. According to the Employment of Educators Act (RSA, 1998), the concept “school” refers to an educational institution or such an institution at which education as well as training, including pre-primary education, is catered for and which is sustained, managed and controlled or subsidized by a provincial department. The universities and technikons are not included here. According to Waller (as cited by Sieber & Wilder, 1973:34) a school exists whenever educators and learners meet for the purpose of giving and receiving instruction.

1.8.3 Management

Management in education is a specific type of work which comprises regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to take place (Van der Westhuizen, 1991:55). According to Van Schalkwyk (1986:4) managing includes organizing, leading,

motivating, planning, controlling and determining programmes, procedures and methods. According to Piek (1991:1) the term “management” is derived from the Latin-English word “manage” meaning to “control and direct a horse”. Smith and Laslett (1993:viii) define management as the skills that are applied by individuals in an organization, also in the presentation of lessons, in such a way that all the learners are actively involved in learning. Management takes place at all levels of an institution like a school. In this study management refers to the task of the school management team (i.e. principal, deputy principal and heads of departments) as well as that of school educators, who are also principals, as they have to manage learners and a classroom so that there can be discipline in the school.

1.8.4 Leadership

According to Flanagan and Finger (1998:130) leadership is a function. It is something like correspondence, contrast or feeling of being, prevailing between persons or things. This may be something that a person does, a set of skills, and as such any skill can be learned, strengthened and enhanced. Leadership is regarded as the dynamics of the process of leading. In this instance, it is the school principal exerting influence in a school situation (Prinsloo, 2003:139). The leadership of the school principal is a critical aspect in determining the entire efficiency and effectiveness to promote organizational success. Leadership exemplifies the ability of the school principal to do things right and also to do the right thing. In this role the school principal can be regarded as an organizational architect, social architect or moral agent (Daresh, 1990:161, Hughes, 1994:22).

According to Senge (1990:19), as a leader, the school principal is required to build a shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking. The leaders in the schools are responsible for building organizations where people are continually expanding their capabilities to share their future. As such, leaders are responsible for learning. Leadership is the ability of the school principal to use one’s influence in a school situation to produce desired effects or results that are meaningful and have a direct impact on accomplishing challenging school and education goals (Rickets, 1997:3). There must be no coercion. In short, leadership is

the capacity to translate vision into reality. In this sense, as the leaders plan, and strategize, implement and measure their efforts, they are pro-active, self-determined, understand educators before they are understood and most significantly, are pathfinders.

1.8.5 School principal

The principals are those educators who have some responsibility for planning, directing, organizing and controlling the duties of other educators (Everard & Morris, 1990:5). According to Dunklee and Bracey (2000:17) school principals are educators who are providing an environment that is responsive to the needs of learners, parents as well as the staff members. To be a school principal, one needs to devote oneself to working with different people with diverse opinions, but keep calm. Effective school principals know where they come from, where they are going to, and why they are going there. Frazee and Hazel (1990:77) corroborate this viewpoint by stating that school principals should establish routines with minimal confusion and clearly communicated directions.

For the purpose of this study, the concept school principals will refer to those educators who have some responsibility for planning, directing, organizing and controlling the work of other educators. They will be regarded as the chief educational principals of the schools. They administer and supervise all facilities and activities at their schools, including buildings, staff members, school grounds, equipment, finances as well as the institutional programs.

1.8.6 Perception

According to the South African Concise Oxford Dictionary (2002:864) the concept perception refers to the ability to see, hear or become aware of something through the senses. It refers to the way of regarding, understanding or interpreting something. In this study the concept perception will refer to the practices, thoughts and feelings of the school principals regarding the shared school leadership and its relevance for school discipline.

1.9 DIVISION OF CHAPTERS

CHAPTER ONE

This is a general introduction. It provides an orientation to the research. It includes the following: background to the research problem, statement of the problem, aims of the research, research methodology and organization of the study. It also clarifies major concepts.

CHAPTER TWO

This chapter provides a theoretical background to the research. It explores what literature expoundson shared school leadership and its relevance for school discipline.

CHAPTER THREE

Chapter three describes the research design and methodology and how data will be collected and analyzed. Aspects such as sampling, triangulation, ethical considerations and measures to ensure trustworthiness are dealt with in detail.

CHAPTER FOUR

Chapter four discusses the findings of the study. These are, amongst others, the perceptions that school principals have of shared school leadership and its relevance for school discipline. The data collected will be analyzed and interpreted.

CHAPTER FIVE

This chapter summarizes and concludes the research. The chapter provides the conclusions and recommendations about shared school leadership and its relevance for school discipline.

1.10 SUMMARY

In this chapter, the background to the problem is described, the research questions formulated, and the aims of the researchare stated. The research design and methodology

are also explained. The field of study is also demarcated and relevant concepts used in the research are clarified. Finally, an outline of the research is given.

The following chapter investigates what literature reveals about shared school leadership and its relevance for school discipline.

CHAPTER TWO

THE NATURE OF SHARED SCHOOL LEADERSHIP AND ITS RELEVANCE FOR SCHOOL DISCIPLINE

2.1 INTRODUCTION

According to Blandford (2006:28) effective leadership means being forceful, not dictatorial, and decisive when necessary, driving things along, whilst remaining sensitive to team members, keeping abreast of initiatives and preparing the team for future developments. It also means securing the team's commitment and trust. Members of the school community should work collaboratively in educating learners. All decisions are interdependent. School principals and educators must understand that their traditional roles have changed and improved organizational teamwork must be fostered by all members of the teaching community who have assumed shared school leadership and decision making roles. Educators will be more willing to participate in shared school leadership and decision making when they have an open relationship with their principals. They will be less willing to participate if their relationships are perceived as closed and controlling. Effective school principals should nurture participation through the development of trusting and respectful relationships with educators (Drake & Roe, 1986:446-447, Gray & Smith, 2007:69).

This chapter will examine the issue of shared school leadership and its relevance for school discipline. It will serve as the framework for all other aspects of the research and will also be considered in the final recommendations on how shared school leadership can be implemented so as to maintain sound school discipline in senior secondary schools.

2.2 WHAT IS SHARED SCHOOL LEADERSHIP?

According to Duignan (2005:107) shared leadership is regarded as a product of an ongoing process of interaction and negotiation amongst all school members as they

construct and reconstruct a reality of working productively and compassionately together on a daily basis. Leadership can be viewed as a shared communal phenomenon derived from the interactions and relationships of groups. The quality of relationships greatly influences everything else that happens in organizations. According to Spillane, Diamond, Sherer and Coldren (2005:37-38) the concept shared leadership refers to a model that distributes leadership responsibilities and activities broadly across multiple roles and participants. Leadership is distributed not by delegating it or giving it away but by connecting people, materials as well as organizational structures in a common cause (Spillane et al, 2005: 37-39). Lambert (2003: 38-39) maintains that shared leadership is based on the following aspects:

- Everyone has the right, responsibility, and ability to be a leader.
- How leadership is explained influences how people will partake.
- Educators yearn to be acknowledged with regard to their purposefulness and professionalism
- Leadership is regarded as an essential aspect of an educator's professional life.

According to Harris (2004:14) shared leadership involves multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture. Gronn (2000:323) is of the opinion that shared leadership means the pattern of overall activity-based attention between socially positioned actors, and their relationships with different representational and computational objects, tools or implements in the performance of duties.

Against this backdrop, it can be stated that through the process of shared school leadership, multiple school members can exercise instructional leadership in order to effect instructional improvement. It is therefore incumbent upon school principals to take steps in building shared instructional leadership capacity within their organizations.

2.3 COMPONENTS OF SHARED SCHOOL LEADERSHIP

In the following sections the components of shared school leadership like the formulation of a vision and mission statement, effective problem solving and decision making, goal attainment, conflict management and effective communication will be discussed.

2.3.1 Vision

According to Porras and Collins (cited by Flanagan & Finger, 1998:278) core values, core purposes as well as a desired future are regarded as the most important elements of a leader's vision. Ubben, Hughes and Norris (2007:13) state that such a vision can be defined as "the capacity to create and communicate a view of the desired state of affairs that induces commitment among those working in the organization". A statement of vision shows where the school wants to go and what it will be like when it gets there. It is more than a dream or a set of hopes, because it includes demonstrable actions towards its realization and it therefore constitutes a commitment.

The idea of a shared vision and the part that the school principal plays in fostering the empowerment of others is becoming increasingly important. Commitment to any endeavour will be strengthened greatly when everyone has the freedom to express their own vision of what should be done and are encouraged and motivated to contribute their unique talents and ideas to the resolution of important issues that concern them. The school principal should encourage personal responsibility taking by allowing individual autonomy and authority to match the task (Ubben et al, 2007:14). Naidu, Joubert, Mosoge and Ngcobo (2008:60) posit that a shared vision, if effectively communicated, creates a sense of community that will strengthen a school's efficiency and effectiveness, bring coherence and common purpose in the face of diversity and foster commitment to the school's development. Effective schools are characterized by a culture of collaboration in which all the stakeholders within the school, that is the school principal, educators, learners, parents and community, share a commitment to work together to develop the schools' learning environment (Stoll,1991:76, Razik& Swanson, 2008:325). Vision is important and valuable. School principals who are remiss in expressing and

articulating a vision, communicating values and dreams they hold dear for the school, miss the very point of leadership. The vision of a school must reflect the hopes and dreams, the needs and interests, and the values and beliefs of educators, parents, the community and learners. In the final analysis it doesn't matter so much what the school principal believes. It is what the school stands forth that counts.

A shared vision results in program coherence. Participants will reflect on their core values and weave those values into a shared vision to which all can commit themselves.

2.3.2 Mission statement

A mission statement is the articulation of organizational goals, dreams, behaviour and its desired future. It has to motivate and challenge every person to move in the same direction. Leaders in the institution need to lead by example by living it daily. It must serve as the "glue" that binds the organization together through standards of behaviour and values (Flanagan & Finger, 1998:280). A mission statement should indicate its connection to the vision and constitutional mandates of the organization in that it articulates the dream, the desired future, envisaged behaviour and the strategy to attain a particular vision (Ngcongco, 1995:1). According to Section 20(c) of the South African Schools Act (RSA, 1996:14) one of the compulsory tasks of a School Governing Body (SGB) is to adopt the mission statement of the school. It should include the goals of the school based on shared values and beliefs. Schools are expected to be enthused and given direction by the vision, mission and shared values. Ubben et al (2007:65) maintain that a sense of direction can be developed for the school through the creation of a statement of beliefs (vision), a set of goals (mission) and particular objectives to be attained (outcomes). Each of these three levels, namely beliefs, goals and objectives has a specific purpose in the planning process and each contributes in determining direction and showing interrelationships. According to Everard and Morris (1985:138) no person can be happy in an organization which has lost its sense of direction and in which the constraints seem overbearing. In such a case energy is directed against constraints instead of towards a purpose.

An important task of the school principal is to define and communicate a mission or purpose for the school. Defining a school's mission involves communicating this vision to staff members and learners in such a way that a sense of shared purpose prevails, binding together the diverse activities that occur in classrooms throughout the school. The school principal should frame school wide goals and communicate those goals in a persistent way to the whole school community. Staff members, parents and community members should have an opportunity to make inputs during the formulation of the school's goals. Performance goals must be expressed in measurable ways. Principals should ensure that the importance and value of school goals are understood by discussing and reviewing them with the relevant stakeholders during the school year, particularly in the context of instructional and budgetary decisions.

2.3.3 Effective problem solving and decision-making

According to Van Deventer (2003b:95) problem solving and decision-making are regarded as incessant management functions that play a very crucial role in the management process. The quality of the leaders' decision-making skills will determine the effectiveness and efficiency of their planning, organizing, leadership style and of the controlling function (Van Deventer, 2003b:95).

Decision-making may be regarded as that component of the problem solving process that follows analysis of the problem and is followed in turn by the action to carry out the decision. It involves making a choice between two or more alternatives (Flanagan & Finger, 1998:38, Van Deventer, 2003b:107). According to Van Deventer (2003b:107) problem solving is regarded as a process that requires the prior identification of a problem, an obstacle or setting. Problem solving will then be the outcome of taking a decision and implementing it.

In teaching and learning the decisions taken by the school principal will influence the lives of learners, educators, the community and the future of the school (Van Deventer, 2003b:95-96). The decisions taken should never be made in a casual or hasty manner

because impetuous decisions could lead to a serious accumulation of trivial problems (Flanagan & Finger, 1998:38, Ubben et al, 2007:38).

Against this backdrop, the school principal's role becomes paramount. The main task of the school principal should be to increase participation, provide support, share information and spread decision-making among as many staff members in the school as possible. The principal should initiate planning activities but all the relevant stakeholders should be allowed to make their inputs and hence take ownership of the plans. The principal should also communicate with staff members and reach agreements with them not only about their tasks but also about the amount of direction and support they need to accomplish these tasks. Blandford (2006:130) supports this viewpoint by stating that quality decisions should emerge from the full utilization of the knowledge and skills of the team members. Sergiovanni (1990:24) and Fullan (1993:94) maintain that in schools, principals should share common work values with staff members, engage in specific conversations about their work and help each other in the work of the school.

According to Jazzar and Algozzine (2007:89-90), several studies have revealed some advantages of shared decision-making. Shared decision-making, for instance, increases staff morale. The opportunity for staff members to partake in decision-making appears to increase the morale of educators and their enthusiasm for the school. It also fosters job satisfaction. Partaking in decision-making is positively connected to the educators' satisfaction with the profession of teaching. If educators have a say, they will be more apt to feel that their attempts are making a school-wide or district-wide difference. Shared decision-making further builds staff support of educational leaders. The chance to be involved in meaningful decisions will result in increased support levels of educational leaders. The staff's support of decisions is also increased, due to them perceiving leadership, discipline and to some extent, management, as a collective responsibility. If educators are involved in shared decision-making that will enhance the success of decisions regardless of what was decided. Decisions usually fail if school principals choose not to involve the educators. As alluded to, another attribute of shared decision-making is that it positively influences job satisfaction. Satisfied educators are more likely to show low absenteeism, contribute more fully to their schools and treat

other people with respect. Mental health is another significant benefit that can be derived from shared decision-making. When educators are engaged meaningfully, healthier conditions will exist. This is due to the fact that environments that foster decision-making processes that are both collective and participatory tend to create less stressful working conditions for those involved.

What is needed from school principals is the ability to recognize a problem before it becomes an emergency. They should always look for early signs of potential challenges and the appropriate strategies to fix them. However, the action taken by the group should reflect the will of the majority. This will commit them to plans decided upon and inadvertently pressurize them to complete all the tasks and events planned by the school. Neal (1991:37) maintains that research studies conclude consistently that when employees are involved meaningfully in the operation of their organization, their attitude towards the employer is improved, and such improvement in attitude usually results in better job performance.

Educators will be more willing to participate in decision-making when they have open relationships with their principals. They will be less willing to participate if their relationship is perceived as close and controlling. The challenge for school principals is to increase participatory decision-making and cooperation in senior secondary schools so that educators feel empowered in the operation and management of their schools. These aspects can be regarded as the prerequisites for achieving the ideal of self-managing schools that stress site-based learning and development.

2.3.4 Goal attainment

Successful schools are characterized by school principals who are effective goal achievers. According to Clarke (2007:16) goals should be challenging but realistically achievable. Van Niekerk (2002:122) maintains that to be able to achieve the goals that the school principals and educators have set for themselves, those goals should be specific, measurable, achievable, realistic, time-bound and positive.

Goals should be important to both principals and educators. Principals and educators should be driven by their commitment to the goals they have set for themselves. The almost pointless and least satisfying goals are those that are set to satisfy others (Clarke, 2007:17). Having clear goals and objectives is intimately linked to all the other features of effective schools. A combination of factors such as good management practices, high task engagement, monitoring of progress, instructional leadership, expectations of success and instructional improvement are all essential ingredients towards reaching reasonable goals and objectives. Not setting goals and objectives and not striving to attain them disrupts school administration and organization. It can also ruin the educational potential of the whole school. According to Stoll (1991:76) clearly stated and agreed-upon goals give schools a sense of purpose, and enhance their planning and implementation. Ubben et al (2007:31) state that the school principal should engage the staff members, educators, learners and the community in goal setting and problem solving because all are stakeholders and each, to one degree or another, has a contribution to make and responsibilities to assume. Ubben et al (2007:31) further maintain that the involvement of these stakeholders is important because:

- People at the working level tend to understand the problems best.
- The face-to-face work group is the best unit for diagnosis and change.
- People will work hard to attain objectives and goals they have assisted develop.
- Initiative and creativity are broadly distributed in the population.

The purpose of school discipline plan is to create and maintain learner behaviour that allows the attainment of school goals. In this sense, discipline will serve as an instrument that assists educators and learners to engage in the learning process that is necessary to bring about the desired academic and social outcomes. For example, many school discipline plans are designed to create learner behaviour as well as organizational structures that ensure an environment conducive to teaching and learning. This purpose will emphasize keeping learner disruptions to a minimum and creating predictable schedules so that effective and efficient teaching and learning activities can be conducted and supported in a designed and cohesive way. The discipline plan will also provide a set

of procedures that will enable educators to work collaboratively and constructively towards solving academic as well as social behaviour challenges in the school.

2.3.5 Conflict management

Conflict refers to a clash, struggle, a state of opposition or clashing of opposed interests. It occurs because of disagreements or incompatibilities between, among and within individuals, groups and organizations. Conflict occurs where two or more people have incompatible goals and they believe that the behaviour of the other party hinders them from attaining their own goals (Steyn, 2002a:70). According to Johnson (cited by Steyn, 2002a:78) conflict resolution comprises the elimination of conflict. Conflict management refers to the purposeful intervention by, among other leaders school principals, in order to stimulate and encourage beneficial or helpful conflict and to resolve or prevent harmful conflict.

Conflict situations can develop in any organization and also schools where the management tasks of the school principal are people directed. Conflict becomes a dangerous and disrupting force when personal glory is regarded as the most crucial outcome of the exercise by one or both of the parties involved. When ego considerations receive preference, conflict will assume increasingly unhealthy proportions and at the same time meaningful and effective solutions will become increasingly difficult to attain. Davis and Thomas (1989:31) maintain that effective school principals should have a high tolerance for ambiguity and they should be able to cope effectively with ambiguous situations. They should approach problems from an analytical perspective, looking for cause-effect relationships that might suggest solutions.

Everard and Morris (1985:89) maintain that in order to effectively manage conflict, school principals must be able to show by their attitude that they are open to reason, logical discussion and problem-solving. They should also be able to present their ideas and feelings clearly, concisely, calmly and honestly. They should, furthermore, pose questions rather than make statements, for successful leaders are those who pose more questions than provide answers or solutions. The development of listening skills,

according to Everard and Morris (1985: 89) is another vital attribute in attaining effective conflict management. These include the ability to show educators that they understand what has been said by “echoing it”. School principals should be able to assess all aspects of a problem, understand the pressure on the various parties and to “hover” above the limited perspective which they might adopt. Ultimately, and perhaps more pertinent, school principals should articulate the common goals tailored to assist both parties to rise above their differences regarding methods of looking to future achievement rather than at past frictions.

Seyfarth (2008:253) maintains that the following steps can be followed when conflict has to be resolved or managed:

- Define the problem using the language that all parties agree to and identify fundamental issues.
- Select the issue ranked most important by the people involved.
- Identify alternative solutions for that issue.
- Assess the alternatives one at a time, seeking input from all parties to the dispute.
- Identify the most acceptable (least objectionable) alternative and try to achieve consensus.

Van Dou (cited by Naidu et al, 2008:123) suggests the following for preventing unnecessary conflict to occur in the school premises:

- Maintain as much communication as possible with the stakeholders whose ideas, interests or attitudes seem to be incompatible with yours.
- Confront conflict immediately. Do not procrastinate in dealing with the problem with the hope that it will go away.
- Never speak about people behind their backs. Rather discuss the matter with the person involved.
- Impartiality is crucial. It is thus essential to attempt grasping all the standpoints of the conflicting parties without taking sides.

- Maintain a sense of humour, perspective and the belief that most people have good intentions.

Conflict is inevitable in any organization. Conflict resolution is often especially hard for some school principals. They tend to shun conflict through norms of politeness and noninterference or by only talking with colleagues who share their educational beliefs. However, when handled properly, it can contribute significantly to personal and organizational health, better understanding and innovative solutions to problems. When handled poorly, it leads to hurt feelings, damages relationships and decreases people's morale. Hostility is usually seen as the harmful aspect of conflict. The management of conflict thus becomes an effort to eliminate or minimize hostility, acknowledging that it is inevitable, if not healthy, for individuals or groups to strive to attain their own preferred outcomes or to satisfy their own particular interests.

2.3.6 Effective communication

According to Smith and Cronje (cited by Prinsloo, 2003b:156) communication can be regarded as a message conveyed by a sender to a recipient(s), either verbally or non-verbally. The message may be with regard to activities, management tasks and/or relationships between staff members, parents, learners and the school. Steinberg (1994:12) regards communication as simply sending and receiving messages, or the transmission of messages from one person to another. Communication can thus be regarded as a way in which the school principal transmits information to the educators, learners, parents, education departments and other stakeholders in the community. Squelch and Lemmer (1994:12) state that school principals spend most of their time communicating in many diverse ways with staff, learners, education departments, parents as well as the broader community. At school level, school principals can use communication in the form of oral announcements at assemblies, memoranda and newsletters to parents, community members and other stakeholders.

Effective communication skills are essential for effective school management. School principals are expected to communicate effectively with their educators so that conflicts, misunderstandings and behaviour problems among them can be prevented. Froyen and Evertson (1999: 83) agree that effective communication in the school prevents problems from happening. Steinberg (1994:80) maintains that communication is the basis for all school principals' interpersonal relationships. Through communication school principals can establish, develop and maintain relationships, and through communication they can either withdraw from or terminate relationships. According to Hugo (2008:1), when school principals are talking to their staff members, they should use assertive communication and always be calm. When faced with different opinions, they must put energy into their voices and tell staff that they are not convinced of or buying into their strategy. Hugo (2008:1) further states that a lack of assertiveness can lead to a very negative attitude. People may choose to become passive-aggressive, which implies that they pretend to be submissive but instead plan to sabotage the person or project. According to Jazzar and Algozzine (2007:109) school principals should keep the dialogue between stakeholders effective so that instruction and learner achievement can be improved. They should also minimize time spent on communication of lesser importance if it impacts on learner learning.

Smelzer and Leonard (cited by Prinsloo, 2003b:168) maintain that when planning written communication, the school principals should ensure that they write in such a way that the whole content focuses upon the purpose of the message. They should be able to choose words carefully and utilize simple words rather than long incomprehensible ones. Their diction should have concrete connotations rather than abstract connotations. They should also utilize words sparingly and shun long complicated sentences and definitions. Positive words that convey courtesy are also appropriate to use.

Good and effective communication should involve listening attentively and understanding what the colleagues are communicating. Too often school principals attempt to instruct their staff members regarding what they want rather than listening carefully to what they say or suggest. Sometimes staff members may be completely wrong, but the way in which the school principal corrects them is of the utmost

importance. Effective communication skills are the best tools for managing the educator-learner and educator-parent relationships, especially if one is trying to refocus on an individual learner's behaviour. Discreet individual communication between the learner and educator is very useful when one is attempting a quick shut down of disruptive behaviour.

2.4 BENEFITS OF SHARED SCHOOL LEADERSHIP

A shared view of leadership recognizes that leading schools require multiple leaders. Shared school leadership has various benefits. According to Spillane (2006:26) a shared leadership perspective acknowledges and incorporates the work of all the individuals who have a hand in leadership practice. It offers an alternative way of thinking about leadership in schools by foregrounding leadership practice and by suggesting that leadership practice is constructed in the interaction between leaders, followers, and their institution. It offers a framework of thinking differently about leadership. As such it enables people to think about a familiar phenomenon in new ways that are closer to approximating leadership on the ground than many of the conventional and popular recipes for school leadership.

Ryan (2006:17-18) postulates that shared leadership provides everyone with a fair chance to influence decisions, practices and policies. Advocates of shared leadership also trust that their deliberations will influence what happens in the school community and beyond. Shared leadership aims to achieve inclusion in all aspects of schooling and beyond the school in the local and global community and it does so through a process that is itself inclusive. According to Wright (2008:6-7) a distributed form of leadership allows participants and school members the space, structures, and time needed to engage in reflection and assess differing viewpoints. It offers opportunities for school principals and educators to learn from each other by interrogating assumptions and sharing practices. Leadership is enhanced when it occurs within and across schools and even extended to other schools' jurisdictions.

Wright (2008:6-7) further states that shared leadership is regarded an effective strategy to create “buy in” or “build consensus” around a school’s mission and plans. In shared school leadership, problems are better solved collectively because the parents are regarded as part of the answer or solution. Everyone feels like they are contributing to the whole and as such it is regarded as a team approach in its entirety. Blase and Blase (1999:483) maintain that educators are given the opportunity to share power, make decisions, and take responsibility for their decisions. Such actions reduce the chances that educators would question or sabotage unpopular but necessary decisions that school principals at times have to take. King et al and Griffin (cited by Harris, 2004:21) found that shared leadership usually results in positive effects on pedagogy, school culture and educational quality.

According to Marks and Printy (2003:374) educators assume responsibility when they interact with other adults in the school community around school reform efforts, encourage others to improve their professional practice, or learn together with their colleagues. They assume responsibility for their professional growth and for instructional improvement. The school principal becomes an inspector of educator competence and a facilitator of educator growth. The principal remains the educational leader and educators who have requisite expertise or information exercise leadership collaboratively with the principal. Collaborative inquiry supplants principal-centered supervisory practices. As educators enquire together, they encourage each other to find answers to instructional problems. Leadership for instruction emerges from both the principal and the educators. Principals and educators discuss alternatives rather than directives or criticisms and work together as “communities of learners” in service of the learners. The action orientation of shared instructional leadership moves the school staff members forward to attain all their goals and in so doing, they enact the school vision (Marks &Printy, 2003:377).

Lambert (2003:38) holds the opinion that shared school leadership has the following benefits:

- School principal and educators as well as many parents and learners partake together as mutual learners and leaders in study groups, action research teams, vertical learning communities as well as learning-focused staff meetings.
- A shared vision results in program coherence. Participants reflect on their core values and weave those values into a shared vision to which all can commit themselves.
- Inquiry-based information guides decisions and practice. Generating shared knowledge becomes the energy force of the school. Educators, principals, learners and parents examine data to find answers and pose new questions. Together they reflect, discuss, analyze, plan and act.
- Roles and actions reflect wide involvement, collaboration and collective responsibility. Participants are engaged in collaborative work across grade levels through reflection, dialogue and inquiry.
- Reflective practice consistently leads to innovation. Reflection enables participants to consider and reconsider how they do things, which can lead to new and better ways of acting. Participants usually reflect through journaling, coaching, dialogue, networking and their own thought processes.

Lambert (2002:40) further maintains that parents are also emerging as important instructional leaders as they share in setting goals, examining learner data, conferring with educators, tutoring learners at home and in the classrooms, assisting monitoring and evaluating school programs, and forging links with the community resources. Such cooperation contributes to building a sense of collective responsibility among learners and parents.

A shared leadership perspective suggests that leadership activity at the level of the school, rather than at the level of an individual leader, is the appropriate unit for the maintenance of sound school discipline. School principals are very important as they serve as anchors, providing guidance and affecting its well-being, effectiveness and success. Collaborative school cultures include visible, positive relationships and partnerships within and outside the school system. Principals who are accustomed to

working alone must develop the mind-set to seek out partnering opportunities and the skills to make restorative partnerships work. In addition, teaching and learning should focus on meeting individual learner needs by developing multiple relationships with parents, social workers, psychiatrists as well as other important people in the learners' lives.

Principals can influence educator and learner attitudes through the establishment of a reward structure which encourages academic achievement and productive attempt, through well-defined, explicit standards involving what the school anticipates from learners, through the right use of school time, as well as through the selection and implementation of high-standard staff development programs. They should also empower educators with additional authority, such as handling routine issues without their daily involvement. They should also create a mutually respectful school climate so that staff members do not feel that they must come to them for all the answers. They should delegate so that mini-crisis situations are dealt with at the lower levels.

According to Drake and Roe (1986:446) the best examples of "exemplary, well-managed" schools are those with a good "climate" where learners value the school and do much to monitor their own behaviour, and where educators, instead of remaining glued to their classroom, or to the chairs behind their desks, see themselves as part of the entire team responsible for keeping the school orderly, friendly and open.

2.5 THE ROLE OF THE PRINCIPAL IN SHARED SCHOOL LEADERSHIP

A school principal cannot accomplish the job of leadership alone. According to Neal (1991:8) the school principal must train others to be good leaders too. Departmental heads, grade level chairpersons, PTA presidents, head custodians and committee chairpersons, all have important leadership roles which need to be developed and supported by school principals. Shared leadership provides an ideal environment for leadership skills to flourish, in that this method of operating the school gives freedom and encouragement for people to become their best. Harris (2004:13) states that school principals can help other educators to embrace goals and understand the changes that are

needed to strengthen teaching and learning to work towards improvement. The implication is that shared leadership is mostly directed at contributing to school improvement and creating internal capacity for development. Jackson (cited by Harris, 2004:15) posits that school principals need to orchestrate and nurture the space for shared leadership to occur and to create the “shelter conditions” for leadership of collaborative learning. Their central duty is to create a common culture of expectations around the use of individual skills and abilities. Shared leadership equates to maximizing the human capacity within the organizations. According to Blase and Blase (1999:493) their central task should be to establish trust, focus on learner needs, facilitate communication among all constituents and convey expectations as well as limitations.

Lambert (2002:40) holds the view that an effective school principal should construct a shared vision together with members of the school community, convene conversations, insist on a learner learning focus, evoke and support leadership in others, model and participate in collaborative practices, pose questions and facilitate dialogue that addresses the confounding issues of practice. Marks and Printy (2003:374) state that both school principals and educators must play a part in forging an effective relationship. Principals must provide opportunities for educators’ growth, but educators are also responsible for seizing these opportunities.

School principals must set high standards and emphasize in their schools the pursuit of excellence. They must not tolerate or excuse incompetence, inefficiency and mediocrity. To run their schools successfully, school principals must both exercise top-down leadership and also foster collective leadership, to build coalitions and ensure buy-in. They must lead, but as leaders they must also build and nurture leadership amongst educators, learners, parents, community members and other stakeholders. In this way, they will ensure that leadership comes both from the top and the bottom. They need to acquire knowledge that will assist in understanding how schools are organized, how to plan and manage resources in such a way that there is effective and efficient service delivery.

The following sections discuss School-Based Management (SBM) as an aspect related to the role of the school principal in shared leadership. The advantages, disadvantages as well as the role of educators and parents in SBM are discussed.

2.5.1 The nature and rationale of (SBM)

School-Based Management decentralizes the decision-making authority from central office to local schools, giving more control over what happens in school to a broader array of school constituents like administrators, educators, parents and other community members (Wohlstetter, Mohrman & Robertson, 1997:202, De Grauwe, 2005:271). SBM denotes that the school management functions are set according to the characteristics and needs of the school itself and as such, school members such as school principals, educators, parents and learners have a much greater independence and responsibility for the utilization of resources to solve problems and carry out effective education activities for the long-term development of the school (Cheng, 1996:44). Bauer and Bogotch (2006:448) maintain that the essential core of SBM is that a school's staff members should have the most sophisticated understanding of the learners' problems and know the most effective strategies of addressing those problems within the context of the school. Marks and Printy (2003:373) postulate that shared instructional leadership is a primary goal of SBM. In this regard it can be argued that SBM needs a new professional commitment from educators, enhanced leadership from school principals and an effective commitment from parents as well as the community.

2. 5.1.1 Purpose of SBM

The ultimate goal of SBM programs is to enhance school performance and the quality of education provided to learners (Neal, 1991:23, Wohlstetter et al, 1997:202). Bauer and Bogotch (2006:448) maintain that the purpose of school based management is to unleash the energies of staff members, empower them with the ability to make key decisions and give them flexibility to use resources as they deem fit. McInerney (cited by Lam, 2006:172) states that according to its advocates, SBM promises greater freedom and authority for school principals to exercise their leadership in a way that is more aligned and responsive to the educational needs of school communities, the management of the daily affairs of the school free from the bureaucratic instructions at head office and to make decisions in conjunction with the community about how best to allocate resources at the local level. SBM is based on the premise that resources should be utilized best at

the level where they are consumed and that assuming responsibility and accountability is attached to the utilization of those resources. At the school level, decentralized management places responsibility on educators, learners and parents as well as the school principal. All of these people should work together.

The introduction of SBM into schools will reflect an effort to establish a different culture of managing teaching and learning in public schools. That will in turn promote effectiveness and efficiency through improved correspondence between school processes and learner needs. SBM suggests a radical change for many schools, especially if schools were traditionally following patterns of organizational behaviour characteristic to centralized educational systems. In many ways, the new expectations brought about by SBM for improved schools efficiency and effectiveness may undermine schools' inner context of certainty as well as clarity. It may also negatively influence educator-principals' relationships, and may establish new demands for educator proficiency as a means for promoting schools' outcomes.

2.5.1.2 Advantages of SBM

SBM has various advantages. According to Wohlstetter (1997:203-204) these advantages include the fact that it enables the school to tailor decisions to the community it serves, thus promoting a more effective application of limited resources than is possible when centralized bureaucracy makes system wide decisions. It also involves more perspectives in decision-making, thus leading to better decisions. It further empowers school level participants, thereby creating ownership and commitment to decisions and generating energy for school improvement.

De Grauwe (2005) identified some additional advantages of SBM. According to De Grauwe (2005: 274-275), SBM is more democratic. It allows educators and parents to make decisions about education. Doing so is certainly more democratic than keeping those decisions in the hands of a selected group of central level office. It is also more relevant as it locates the decision-making power closer to where problems are being experienced. This leads to more pertinent policies, as local staff members generally know

their own situation better. It is, again, less bureaucratic. Decisions are taken much more quickly if they do not go through a long bureaucratic process, but can be made at a level closer to the school. SBM also allows for greater accountability, or responsibility. It thus gives schools and educators greater authority and this denotes that they can be held directly accountable to the parents and the community. That accountability is expected to act as a tool for greater effectiveness. Mizel (2009:625) supports this viewpoint when he explains that SBM provides both educators and school principals with many more opportunities for autonomous initiatives in all the areas of the school's operations, and consequently lead to a change in their level of accountability. They have a commitment towards elected and non-elected officials, parents and the community, and if there is no relationship of trust between these stakeholders, the principle of accountability has no effect. Another significant characteristic of SBM is that it allows for greater mobilization of resources. Educators, and especially parents, will be more eager to contribute to the funding of their school if they have a voice in the organization and they will also manage it correctly.

The advantages of SBM are not limited to those alluded to. According to Prasch (1990:4-5) SBM also has other advantages, such as higher quality decisions. In an organization of highly trained individuals, joint decisions represent a pooling of expertise and ensure that issues are examined from a variety of viewpoints. Increased staff loyalty and commitment are other advantages. The opportunity to partake develops a sense of ownership. Plans are more vigorously implemented by those who assist to make them. SBM also assists in setting clear organizational goals and improved communication. Success depends upon a careful balance between independence and control, which can only be attained through full understanding of the organizational mission and goals. On the other hand, broad participation in decision-making requires full insight into the issues and possession of all relevant information. Prasch (1990: 4-5) also considers improved staff morale and greater public confidence as some of SBM's advantages. Staff members feel better about their organization and its leadership if they know that their ideas are valued, sought and utilized. This gives the opportunity to attract and retain higher quality staff members. Similarly, by allowing parents, constituents, and learners a large voice in SBM increases

their understanding and readiness to respond accurately to their needs or demands, as well as their interest and support.

The afore-going advantages promote SBM as generating improvement in managerial practices at school level in terms of decision-making, flexibility, responsiveness, efficiency and morale. However, SBM also has some disadvantages.

2. 5.1.3 Disadvantages of SBM

According to Prasch (1990:5-6) the disadvantages of SBM include, for instance, more work. Decision sharing at the site is time consuming, and the staff members can ill afford to become enmeshed in a costly discussion of trivial matters or be handicapped by excessive meetings or committee work. Uneven school performance is another disadvantage. Schools that are weak will not automatically flourish when provided with more independence. The very cause of weakness may be that local leadership is unable to capitalize on additional freedom. By contrast, strong schools are likely to become stronger under SBM. It is also difficult and traumatic to change directions once the SBM process has started.

2.5.1.4 Role of school principal in SBM

According to Gamage and Sooksomchitra (2004:299) the role of the school principal in SBM involves changing his or her leadership style and managerial approach, and acquiring a new set of skills and competencies. This can only be done by building on existing strengths with major training and development support programs. Lam (2006:183) describes the roles of the school principal in SBM as follows;

- Principals should see things from a wide perspective, have good vision and a mission statement. They should be able to share these with others, obtaining their understanding and gaining their support. They should also lead their schools in

the right direction, and encourage their staff members to work towards attaining the required objectives.

- Principals should be good administrators and leaders, fair, just, and equipped with pertinent skills to devise comprehensive development plans and play a monitoring role. They should set priorities, listen to suggestions and as well as opinions, and know how to manage people and allocate resources fairly and efficiently.
- Principals should be skilled at promoting interpersonal relationships, possess good communication and negotiation skills. They should be able to encourage constructive discussion and reduce discrepancies when resolving conflicts and disagreements. They should have the ability to gain insight into the feelings and attitudes of others and to establish cooperative working relationships.
- Principals should be good role models and be able to obtain the support of stakeholders, maintain harmonious working relationships with their staff members, members of School Management Committees and parents, and care about their learners. Educators will feel that they have the support of their principals if schools have a good atmosphere and culture. In the eyes of the learners, principals are very important and have an influence on team spirit and a sense of belonging to the school. Parents wish to send their children to reputable schools and have prominent figures heading the schools.

The role of school principals in SBM involves changing their leadership styles and managerial approaches and acquiring new sets of skills and competencies. This can only be done by building on the existing strengths with major training and development support programs. At the same time, the employment conditions of principals need to be changed, and the prestige and status of the public image of school principals as well as other educators enhanced.

2.5.1.5 Role of educators in SBM

In SBM, as Cheng (1996:56) argues, the role of the educator is being a partner, decision maker, developer and implementer. Educators should work together with shared

commitment and participate in decision-making to promote effective teaching and develop their schools with enthusiasm.

2.5.1.6 Role of parents in SBM

The role of a parent in SBM is that of being a partner and supporter. Parents can partake in the school process, educate learners collaboratively, attempt to help the healthy development of the school by contributing resources and information, and support and protect the school in times of difficulties and crisis (Cheng, 1996:57). The research that was conducted by Shatkin and Gershberg (2007:584) concluded that where parents are given meaningful decision-making authority in schools, where active nonprofit organizations give training and support for parents, and where school principals actively facilitate parent involvement, a positive impact on school and community development may be achieved. Parents and communities are critical to the school improvement processes, and poor school-community relationships can create hindrances to their ability to play a role. Gamage (2008:673) maintains that if high trust and confidence has been established between the internal and external communities of the schools, it will enhance genuine relationships between home and school.

The participation of parents in school activities is of strategic importance to the overall well-being of the school. Parents can make a great contribution in support of a school if properly guided, so it is important for the principals and their senior management teams to devote time and thought as to how best to encourage and motivate parent involvement and support in the activities of the school. This involvement should not be limited to formal structures only, but should be encouraged at every level. Schools will function well when parents, other stakeholders such as members of the community feel a sense of belonging and ownership of the school and its activities.

2.6 IMPLEMENTATION OF SHARED SCHOOL LEADERSHIP WITH SPECIFIC REFERENCE TO DISCIPLINE

For schools to be effective, leadership should be shared in the school and classroom situations. In this section the way in which shared school leadership can be implemented are discussed.

2.6.1 Power relations in the school situation

According to the Francolin Illustrated School Dictionary for Southern Africa (1997:218) the concept “power” can be explained as the ability to make people do what you want them to do or the ability to do something. Prinsloo (2003a:140) maintains a similar point of view when he states that the concept “power” can be defined as “the ability to influence the behaviour of others”. This power has nothing to do with the hierarchical position the education leader holds, and is not attained along with a title or job description in an organization like a school. The leader must earn it. It is regarded as the basis of leadership. Educators buy into a leader before they buy into his or her leadership. High morale in an organization comes from having faith in the person at the top.

Trust is regarded as the foundation of leadership. The first thing the school principal must “declare” is not authority because of rights, but authority because of relationships. Educators do not care how much their leaders know, until they know how much their leaders care. They have to give loyalty before they receive loyalty. (Prinsloo, 2003a:140). According to Ricketts (1997:12) when you influence others, you show them why an idea, a decision, or a means of achieving a goal is superior in such a way that they will follow your lead of their own free will. The group members will continue to be influenced as long as they are convinced that what they agreed to is right or is in their best interest as individuals or as a group. This is important because good relationships cannot be built on a foundation of hatred, contempt, and distrust. Sarcasm, vindictiveness and callous disregard for the educators’ feelings in general will give rise to hostility, frustrations and annoyance. As far as possible, directions to educators should be given in the form of

reasonable requests rather than harsh orders. The words “pleasure” and “thank you” should be used regularly.

School principals and educators have much to learn from each other, in a reciprocal, mutual and respectful way; one that allows for their differences, whether these are due to culture, religion, language, gender or ethnicity. Acknowledging differences needs to be done with respect and should be free from patronization. That means that school principals really need to listen to, and hear what their colleagues have to say. School principals should ensure that they also follow their staff members because leaders are followers too. Former State President Dr. Nelson Mandela based his leadership style on an axiom he acquired from the tribal meetings in his youth days. He maintains that he always tried to remember that a leader is like a shepherd. “He stays behind the flock, letting the most nimble go on ahead, where upon the others follow, not realizing that all along they are being directed from behind” (Mandela, 1994:25-26).

In summary, power is important not only in influencing subordinates but also in influencing peers, supervisors and people outside the school. A person’s power depends to a considerable extent on how the person is perceived by others.

2.6.2 Embracing the principle of *ubuntu*

The South African Concise Oxford Dictionary (2002:1272) defines the concept “ubuntu” as an African spirit of fellowship, humanity and compassion. Ubuntu has a bearing on aspects such as ways of treating others. Elements such as care, respect, compassion, kindness, mercy, grace, love and the assertion of other people’s dignity are embodied in those ways. Ways of being such as sharing, sincere, modest, selflessness and positive, as well as those of behaving such as being democratic, involving, motivating, consultative and demonstrating self-control are also pertinent aspects of ubuntu. According to Van Deventer (2003a:71) the principle of ubuntu is embedded in the concept of communalism, which comprises supportiveness, collaboration and solidarity. Its core values are morality, interdependence, human dignity and human potential.

The meaning of the concept ubuntu is encapsulated in the following Zulu and Sepedi phrases respectively: “Umuntungumuntungabantu” and “Mothokemothokabatho” which means we are who we are, because of others. A person is only a person through his or her interaction with other people. Clearly the focus is on the communal, responsibility, recognition, reciprocity as well as on respect that arises from dignified interactions and roles within a group. According to Van Deventer (2003a:72) ubuntu could serve as a value system through which all the unique and genuinely South African values that we wish to impart to our children and the learners we teach, might be communicated. All of these principles of ubuntu emphasize the need for collaborative leadership practices in schools. This denotes the need for all school principals to acknowledge that it is no longer possible for an individual to lead and manage a school single handedly. Everybody should be part of the organization in an atmosphere of togetherness and solidarity. A school principal should be central to and part of the working team. All should be regarded as equals and people should have different roles to play with different responsibilities. This is the perspective and paradigm from which school principals should work. Effective educational leaders always plan their duties within the context of a team in a diverse set of circumstances (Bondesio& De Wet, 1991:299).

2.6.3Parental involvement in school activities

The democratization of education in South Africa required a new education system which suggests the participation in school activities by all stakeholders including parents, educators, learners, the state and the community. The South African Schools Act (RSA, 1996:2) stipulates that all learners, parents and educators should promote the acceptance of and responsibility for organization, governance and funding of schools in partnership with the state. This implies that parents are by law compelled to participate in school activities. They have the capacity and the right to determine what is in the best educational interest of their children. Active parental involvement is essential in running a successful school. Effective school principals realize the importance of community power structures and maintaining positive relations with parents. The ideal is that the parent community should actively participate and be drawn into activities not in terms of

auxiliary services, but also in the areas of planning and financing. Van Wyk (1983:72) states that educators should do their educative tasks together with the parents as partners (*cum parente*).

2.6.3.1 Factors hindering parental involvement in school activities

Parents are often not actively involved in their children's school activities, and this can lead to numerous problems. Serfontein (cited by Bissety, 2000:5) and Oppelt (2000:16) state that in many South African schools, ill-discipline is rife and parental involvement lacking. According to Van Wyk (2001:198) and Ramsey (1994:16) parents are reluctant to co-operate with educators in disciplining their children. They seem to transfer their obligations to the school so that the school should handle all the disciplinary problems affecting their children. The question that should be posed is: why, despite the obvious importance of parental involvement in education, do some parents still not participate in school activities?

According to Dekker and Lemmer (1993:161) parents do not know why and how they can be involved in school activities. They are thus unsure of their responsibility as parents and how education at home serves as the foundation for education at school. The Mpumalanga Department of Education (2005:12) maintains that School Governing Bodies (SGBs) in the Nkangala district of Mpumalanga generally do not execute their duties as expected. This is often due to the lack of a clear understanding of their roles as governing bodies and a lack of knowledge of the South African Schools Act. Some parents are manipulated by school principals and School Management Teams (SMTs). In this area most parents' level of literacy is low. From personal observation and informal interviews with parents, the researcher, having been a school principal for 19 years in the Nkangala district of Mpumalanga, has discovered that the reason why parents are not involved in school activities is a negative attitude towards educators. Parents allege that some educators undermine them because they are illiterate. For schools to be effective, parents must be involved in the school activities. The next section discusses the importance of parental involvement in school activities.

2.6.3.2 The importance of parental involvement in school activities

Cooperation between the school and parents can lead to an improvement in the quality of education. Mutual involvement between the school, parents and the community is therefore associated with greater educational effectiveness and efficiency. Seitisho (2007:10) maintains that parents need to be more involved as support systems. The creation of a friendlier and more interactive parent, educator and learner learning environment is recommended from the foundation phase.

Parents are expected to be involved in school activities because when they are involved, the children will feel more secure and perform better. In this regard Dowling and Osbourne (1985:164) state that if the children with behavioural problems realize that their parents and educators are collaborating to manage difficulties, they experience more consistency and feel more contained. Other children are not affected by the ill-discipline of one child. In the opinion of Blandford (1998:32) an active relationship between the parents and educators has great benefits. Parents can have a great impact on the children's behaviour by ensuring that the learners arrive at school on time, behave correctly, wear relevant clothing, are in possession of required books and complete tasks on time. Kelly (cited by Dekker, 1993:156) asserts that when parents and educators possess mutual appreciation of the role each has to play in the education of their children, opportunities for development are increased. Dekker (1993:158) states that when parents become more involved in the teaching program of the school, they are more likely to make school a priority of their children and their children are more likely to achieve better. According to Lemmer (2002:56) the benefits of parent involvement in the education of learners, regardless of cultural background, are well documented: it manifests in higher scholastic achievement, reduced dropout rates as well as reduced absenteeism. Parental involvement also results in increased learner achievement. It can eliminate both disciplinary problems and criminal activities by learners and improve learner attendance (Lemmer, 2002:154).

McLaughlin (2000:88-89) has identified five ways of mutual involvement between the school and the parents:

- Parents must have the right to appropriate forms of information about various aspects of the work of the school. The kinds of information involved here include details about the courses of the study provided, the performance and progress of individuals, school policies and procedures of various kinds, school inspection reports and examination results.
- Parents have the right to engage in consultation with the school on a range of matters of policy and principle. For example, the approach the school should follow with handling sensitive and controversial issues such as sex education.
- Parents must cooperate with the school in relation to matters such as fundraising and formulation of the school curriculum.
- Parents should have the right to be engaged in shared decision-making and its implementation with the school on various matters e.g. policy formulation.
- Parents should, together with other stakeholders such as the community and the church, be responsible for the personal, social, moral and spiritual education of their children.

These ways of involving parents in education are in line with the ways that are suggested by Dekker (1993). According to Dekker (1993:155-157), cooperation, participation and partnership are ways through which mutual involvement between schools and parents can be attained. Parents and educators need each other to pursue of a common goal, namely effective educative teaching. To attain this goal, they have to cooperate with each other on all possible levels in the school because they can learn much from each other. Cooperation denotes active involvement which arises from the parents' interest in their children's well-being. On the other hand, participation does not mean that every parent must participate in everything, but rather that parents have to be represented sufficiently on all levels. If parents participate more actively in school activities, the standard of education can be improved. Participation leads to partnership. Parents and educators have to be partners, because the demands made by the society on the education of the children necessitate cooperation between partners. The relationship between parents and schools should be a partnership relationship instead of a client type of relationship. In this regard Janson (2002:137) states that all the parents in the school must be treated equally,

especially at social gatherings. In policy-making, the backgrounds and needs of all parents must be taken into account.

Parental involvement is a process through which parents meaningfully participate in the various educational activities of their children, ranging from occasional attendance of school functions to intensive efforts to help parents to become better educators of their own children (Dekker, 1993:154). Kruger (2003:9) maintains that without cooperation between the parent and educator the child cannot be sufficiently educated. The parent and the educator have a special and important role to play in the education of the child. In the same vein Pandor (2007:1) states that all parents and community members should support the National Department of Education in creating safe and caring schools. Parents must do more to teach young people the values of respect for each other, non-violence, as well as the lessons of conflict resolution. She urges parents to assume responsibility for the future of their children, to insist on teaching and learning and to support children to realize their full potential. Shatkin and Gershberg (2007:584) hold the opinion that where parents are given meaningful decision-making authority in schools, where active nonprofit organizations provide training and advocate support of parents, and where school principals actively facilitate parental involvement, school improvement and community development will follow.

Parents can contribute to the development of a culture of teaching and learning and ultimately enhance lifelong learning and education. Educators, school management teams and parents have an important role to play in creating a culture of teaching and learning. To develop a culture of teaching and learning, discipline, commitment and self-discipline should be taken into consideration. Schools should strive towards educating learners to accept educators' authority and discipline as well as learners that will be committed, dedicated and motivated.

2.6.4 Involvement of communities and other stakeholders in school activities

Effective school principals should strive to become public relations experts in their own right. School principals should regard people, communities and other stakeholders as

their number one priority. The cooperation between the school, communities and other stakeholders can lead to an improvement in the quality of education.

All education systems are inevitably linked to parents and communities (Steyn, 2002c:24). Communities value education for themselves and the future of their children. It is therefore essential that parents should be kept informed of their children's education. Parents and communities need to understand what the school is trying to attain, and to support these goals. On the other hand, it is also true that the school needs to be more responsive to the needs and goals of the larger society. According to McLaughlin (2000:86) schools do not, and cannot conduct their work in a vacuum, isolated from "external" influences like parents and the broader community. Cooperation between the school and parents can lead to an improvement in the quality of education. Mutual involvement between schools, parents and the community is therefore associated with greater educational effectiveness and efficiency. According to Lemmer (2002:57) communities are rich sources of knowledge, expertise and information which are generally overlooked by educators. Knowledge about the neighbourhood, community activities, jobs and professions of the community members, recreation activities and unique community strengths can be incorporated into the school's instructional programs and can serve to build strong links with communities. Pretorius and Van Wyk (1991:12) maintain that the school principal should also take into account the educational needs of the community, a variety of human factors that influence the particular school, as well as forces such as religion, likes and dislikes and beliefs.

Effective and successful school principals should promote the achievement of all learners by engaging the support and commitment of all stakeholders. For schools to be successful all individuals should be called on to assist to shape future policies and practices. The collective contributions of all individuals will be far greater than any single individual's attempt. Everyone, school principals and those they lead such as learners, parents, community, School Governing Body members, elected officials, businesses, agencies and all other stakeholders should be motivated and encouraged to roll up their sleeves and lend an assisting hand to address achievement gaps and deficiencies (Jazzar&Algozzine, 2007:105). Zuma (2009:5) maintains that successful school principals work with the

community and the department to remove obstacles to learning. Shatkin and Gershberg (2007:589) state that parents and communities are critical to school improvement processes, yet poor school and community relationships can create obstacles to their ability to play a role.

Members of the school community should work collaboratively in the education of learners. All decisions are interdependent. Principals and educators should understand that their traditional roles have changed and improved organizational teamwork will be fostered by all members of the teaching community assuming decision-making roles.

2.6.5 Motivation

The term “motivation” is derived from the word “motivate”, which is derived from the Latin word “movere”, meaning to move or “to set in motion” (McLean, 2003:7, Van der Westhuizen, 1991:194). Therefore motivation is the sum of all that moves a person to action. To motivate denotes that one person provides another person with a motive to do something. Marx (cited by Van der Westhuizen, 1991:194) states that motivation is all the efforts used by an educational leader to encourage his or her staff members and colleagues to willingly attain to the best of their abilities. Motivation takes place when the school principal is at a point where tasks must be executed. The school principal requests, orders, directs, motivates and convinces staff members towards the fulfillment of their goals. It is particularly important at this point that educators should observe the delegation of authority. This denotes that by delegating authority, cooperation is obtained and the possibility created wherein educators may be able to express themselves. According to Clarke (2007:44) staff members need opportunities to be creative, to try new ideas and to take responsibility for their performance. Making this possible is a matter of proper delegation and trust.

Steyn (2002b:143) maintains that highly motivated staff members are more productive than apathetic ones. Recognizing the importance of and promoting staff motivation can contribute greatly to the effectiveness of schools. Motivators encourage the employees to strive to do their best (Jazzar&Algozzine, 2007:65). In the management process, a school must pay more attention to staff motivation, their feelings and their needs for

development and growth, and create opportunities for them to develop their potential and make more contributions (Cheng, 1996:127). In this regard school principals can create reward systems for learners and educators that support an academic orientation and stimulate excellence in learner and educator achievement. Learners should have opportunities to be recognized for their achievements both within the classroom and before the school as a whole.

Principals can assist staff members to establish priorities and plan instructional improvement, supervise and coordinate the implementation of the plan and finally monitor the results. For example, they can create motivational devices such as school slogans, buttons, T-shirts or songs that emphasize the school's identity and academic achievement. If the functions or the events that the school has to host are well organized, they can put up personalized "congratulations and thank you messages" on the staff room notice boards. "Congratulations on a job well done card" can also be created. School principals are key actors in linking classrooms and school reward systems ensuring that they are mutually supportive. These cards are then given by the staff members to one another whenever a task is successfully completed. The affirmation is usually immediate and builds team spirit.

To be effective leaders, school principals should ensure that when mistakes are made, they must be acknowledged and apologies must be made where needed. Therefore it would seem that to motivate the staff members, school principals should have knowledge of the needs of the people, their work circumstances and effective leadership styles.

2.6.6 Teamwork

Teams have several positive impacts. First, the more people are involved in leadership, the greater the chances for the correct decisions to be made. Second, team members incessantly learn from one another's opinions. Third, more and better information and action come from a group of people with diverse resources, skills and expertise. Fourth, there is a better chance that flaws will be identified and rectified. Risk taking is more likely because of the collective power of the team members. According to Drake and Roe

(1986:441) teamwork is important for instructional improvement. Bell (1997:122-123) posits that good teamwork needs to be based on an understanding of different reasons for and ways of participating in a staff team. People are usually more willing to commit themselves to spending their time and energy on a staff team if they have a clear view of what they are doing and why they are doing it. This implies that the team leader has to understand and communicate to colleagues the rationale which underpins the duty of the staff team.

School principals should develop various teams that will look after the welfare of their schools. Drake and Roe (1986:441) maintain that the school principal is responsible for developing a staff that thinks and acts like a team, a team that looks at each and every learner in the schools. Effective leaders always plan their duties within the context of a team in diverse circumstances (Van der Westhuizen, 1991:229). Successful school principals will promote the achievement of all learners by engaging the support and commitment of all stakeholders. For schools and the school district to be successful, all relevant people will need to be called on to assist in shaping future policies and practices. The collective contributions of all individuals will be far greater than any single individual's attempt.

Educators should also practice teamwork in their respective schools. There should be teams that deal with various aspects such as absenteeism, late coming and discipline in general. This will help them to maintain discipline easily. Kruger (1996:55) states that most effective classes, in terms of achievement, are also the most convivial places to be. With methods like cooperative teaching, group projects and process oriented teaching, educators have the means to create more pleasant classroom environments. According to Habile (2006:2) team teaching should be encouraged so that good classroom practice is exposed to all educators. Prinsloo (2000:70) holds the opinion that working as a team is important to maintain a common goal. The members of the team obtain better outcomes and the quality of their work and performance usually soar. Kise and Russell (2008:4) state that school principals need to determine how best to carry out the huge task of organizing for learner achievement, providing educators the training and support they

require in their classrooms and also assisting them to develop the skills they require to collaborate.

Against this backdrop, it can be stated that educators should never underestimate the value of teamwork in their duties and profession. They should not be expected to work only on their own. They must also take time to observe how other educators manage their classes and invite colleagues to watch them teaching. Together they can discuss which teaching methods or disciplinary actions worked well and they can also identify areas that are in need of improvement. Harris (2004:15) suggests that where educators share good practice and learn together the possibility of securing better quality teaching is increased. In addition, when the beliefs and contributions of educators are considered important, then educators are more likely to support school goals (Wright, 2008:3)

2.6.7 Creating a climate for calculated risk taking

Educators should be encouraged to be risk takers in seeking new and different avenues for increased learner achievement (Heller, 1993:96). They should be assisted to try out new methods of teaching and if they fail, they should be made aware of the fact that failure is acceptable in life. Taking risks will ultimately lead to success (Stone, 1995:295). For risk taking to be successful, school principals should model risk taking. Reep and Grier (1992:92) indicate that effective leaders must model risk taking as an effective empowerment strategy. They should lead the way by initiating new programs, monitoring their success, celebrating failure and driving out fear in order to ensure creative risk taking. However, the risk taking venture must be very carefully managed. The school principal should first advise the educators of the potential pitfalls of risk taking. Patience should most certainly be exercised as a virtue. To assist the continual growth of risk taking, school principals should consider the management style of “practice what you preach”. The key terms here should be encouragement and modeling for risk taking, rather than mandated risk taking.

2.6.8 Organizational leadership and planning

School principals must also model and encourage excellence. A model of high motivation to achieve the school's objectives must be exemplified. Life-long learning should be celebrated throughout the school and the school principal should assume a major responsibility to ensure the competence of educators through high standards and supervision. Van Wyk (1983:76) maintains that the school principal's conduct should at all times be such that it promotes the regard for and the status of the teaching profession.

The planning and control of instruction that takes place in the school is one of the school principal's major tasks. Planning may be regarded as the work a school principal does to master the future. Viljoen and Moller (1992:9) aptly say that "planning is the process whereby the manager of an undertaking looks to the future and makes plans to tackle specific operations and execute them successfully". Squelch and Lemmer (1994:23) regard planning as the most important managerial function of the school principal since it forms the foundation for all other managerial tasks. Planning is an intellectual activity (Van der Westhuizen, 1991:138).

The effective school principal will be actively involved in the cultivation of a positive school climate that will culminate in maximizing the learning experiences of learners and realize the goal attainment of educators. The school principal needs to look ahead and see what can and will happen, from the point of view of existing information (Van der Westhuizen, 1991:138). In this sense, the planning action may also direct and focus attention on objectives that should be attained. All those concerned with planning must be well-informed and the situation must be clear cut. According to Van der Westhuizen (1991:143) the most important characteristic of effective planning is that the particular responsibility and position of everyone involved should be clearly indicated. Without this, the feeling of being a team will be lost. Effective school principals should also maintain a supportive, motivational and invitational approach to educators (Clarke, 2007:42).

There are things that may hinder the vision of the school. One of those is the failure to plan. If school principals fail to plan, they are planning to fail. Planning may also fail because educational leaders do not carry out planning tasks with sufficient enthusiasm. Too often school principals become complacent or think that success depends on luck. But success is really the result of planning. At the planning stage, the evaluation of information is used to develop the school growth plan. Specific goals or objectives are set through a detailed discussion of the results among the parents, staff members, community members as well as the other stakeholders.

2.6.9 Maintenance of sound school discipline

Section 8(1) of the South African Schools Act (RSA, 1996:8) posits that educators have the responsibility of maintaining discipline in the school and classroom situations so that the education of the learners can flourish without disruptive behaviour and offences. It is the responsibility of the educators to maintain discipline at all times.

According to Gaustad (1992:1) school discipline has two main goals, namely, to ensure the safety of staff members and learners and to also create an environment conducive to teaching and learning. Serious learner misconduct involving violent or criminal behaviour defeats these goals and often makes headlines in the process. Clarke (2007:66) argues that without good order, teaching and learning become a rather haphazard affair. Good order refers to discipline within the school environment. Gottfredson (1990:47) states that disruptive behaviour is an obstacle to learning. It reduces instructional time not only that of the disruptive learners, but also the time of non-offending youths as the educator interrupts the learning process to handle the disruption.

Kruger and Stienman (2003:15-16) state that a positive school climate will have the following impact on the teaching and learning situation and the achievement of the learners: increased willingness on the part of educators to teach, to step outside the defined boundaries, and to make the classroom more exciting and challenging for learners as well as the encouragement of learners to continue with confidence in their

efforts even if they fail to succeed the first time. A positive self-image will be necessary for any leader to be effective and successful in the school situation. Drake and Roe (1991:446) state that evidence is mounting that a good school climate can prevail only when educators team with administrators in creating procedures so that discipline pervades the whole school environment. When educators do not share responsibility for maintaining a positive climate, learners recognize that and act accordingly. In more effective schools, there is less emphasis on punishment and behaviour management. All educators and learners are involved in problem solving, which focuses on causes rather than symptoms, and in which learner self-control is encouraged (Stoll, 1991:78).

School principals should ensure that sound school discipline is maintained in their schools so that effective teaching and learning can take place. They play an important leadership role in creating sound school discipline, both by effective administration and by personal example. Principals of well-disciplined learners are usually highly visible models (Gaustad, 1992:3, Clarke, 2007:94). Gaustad (1991:3) further points out that principals should be engaged in the “management by walking around” tactics, greeting learners and educators and informally monitoring possible problem areas. Effective school principals are liked and respected, rather than feared, and communicate caring for learners as well as a willingness to impose punishment if required. A central goal of any school is to provide a safe environment in which learners can learn. Therefore school principals must regularly gather and analyze data on learner behaviour and the effectiveness of disciplinary policies. Since learners who are not living up to expectations frequently tend to be frustrated and exhibit inappropriate behaviour, school principals must also monitor learner achievement and encourage corrective action, if they are to promote order (Duke, 1990:46).

According to Gottfredson (1990:58) effective strategies for reducing disruptive behaviour, especially in secondary schools, should focus on increasing academic competence, broadening career and educational objectives, increasing a liking for school, decreasing involvement with delinquent companions and increasing a belief in conventional social rules for individual learners, in addition to focusing on school-level risk factors. Furtwengler (1990:75) maintains that the Reaching Success through

Involvement (RSI) approach appears to be an effective method for improving discipline. It has been tested successfully in a variety of school settings in sixty-one schools. Discipline improved in each school and significantly in schools that exhibited considerable discipline problems. The basic framework components of the RSI in schools are as follows:

- Informal and formal leaders are all expected to be involved in the effort to increase discipline effectiveness.
- A systematic learner-educator administrator (and sometimes parents) consensus approach to identifying and solving school problems related to discipline is used.
- Opportunities for learners and educators to act on their agreements to assume new or redefined roles and responsibilities are provided.
- Information is collected on the extent to which the educators' and learners' solutions and decision making processes of cooperative problem solving are working (Furtwengler, 1990:97).

All schools should have a code of conduct in order to function successfully. Blandford (1998:9) states that the maintenance of school discipline is central to effective teaching and learning. If educators are unable to manage their classes, they will be unable to teach. According to Gaustad (1992:4) written policies should be developed with inputs from everyone who will be affected by them. Educators', parents', community representatives' and learners' inputs are important because their support is crucial to a plan's success. Once developed, the code of conduct must be communicated to staff members, learners, parents and the community. Disruptive behaviour can be decreased by ensuring that rules and the consequences of breaking them are clearly specified and communicated to staff members, learners and parents by means of newsletters, learner assemblies and handbooks. According to Elliot, Ebbut, Bridge, Gibson and Nias (1991:40) managing discipline is one of the most crucial duties of management in a school. Educators, learners and parents have to collaborate in ensuring that discipline is created and maintained in their school so that the schools are manageable and operational. Once the rules have been communicated, fair and consistent enforcement helps maintain learners'

respect for the schools' discipline system. Consistency will be greater when fewer individuals are responsible for the enforcement of the rules (Gaustad, 1992:2). Schools have to follow the correct administrative procedures when disciplining learners as prescribed in Section 8-10 of the South African Schools Act (RSA, 1996:8-10). Providing a hearing process for learners to present their side of a story and establishing an appeal process will also increase learners' and parents' perceptions of fairness (Gaustad, 1992:2). Squelch (1993:240) argues that the form of punishment used by the educator is largely a matter of personal choice, provided it is carried out within the legal framework. Any punishment inflicted must be reasonable.

Gottfredson (cited by Gaustad, 1992:2) maintains that researchers have shown that learners who dislike school, perform poorly academically, and have limited career objectives are more likely to be disruptive, and as such schools should work to increase academic success for low-achievers. Making schools enjoyable and interesting for as many learners as possible, for example, by changing instructional practices to accommodate various learning styles, may dramatically decrease discipline problems. (Gaustad, 1992:2). Schools should be happy places, they should be places where learners feel welcome and secure, where they feel that there are people who care about their wellbeing as individuals and where they can thrive and grow physically, intellectually and emotionally. Schools should exist for learners and not for their educators, principals, the education department, or parents (Clarke, 2007:64).

Social reward like smiling, praising and complimenting are extremely effective in increasing desirable behaviour (Gaustad, 1992:2). Tauber (1995:156) also indicates that when learners receive meaningful praise, they feel good about themselves. According to Lehman (1992:20) learners enjoy knowing that what they have done is appreciated, especially when they performed to the best of their abilities. Watson (1996:47) also indicates that the learners will perform at their peak efficiency when they know that there is a meaningful reward for them to attain. In this regard, it can be stated that reward should be used appropriately. According to Rine (1997:197) educators should use praise and other external rewards as professional tools. They should be used appropriately rather than indiscriminately. Educators should ensure that learners are motivated to learn

because unmotivated learners will be demoralized and not behave appropriately. They should not underestimate the importance of motivation because motivated learners will always behave well and avoid misbehaviour of whatever kind (Robertson, 1996:197).

Learners are very astute observers of adult behaviour. Consequently, an important fact in determining whether learners buy into maintaining school wide behavior expectations is their perception of the behaviour of the adult people. The behaviour of adults serves as significant role models for their learners when they show respect and courtesy to their learners, encourage their learners, solve problems in a calm and respectful way, show empathy and concern for their learners when needed, and are firm, fair and consistent. In general, staff members must serve as role models for their learners for the school wide behaviour expectations. One of the correct ways to show expected behaviour to learners is for the staff members to demonstrate these same behaviour to each other at school level by for example, solving problems in a calm respectful way, showing consideration to each other, as well as showing polite manners to each other.

2.6.10 Relationship between leadership style and school discipline

School principals must model and encourage excellence so that sound school discipline can be maintained. A model of high motivation to achieve the schools' objectives must be exemplified. School principals should assume the major responsibility to ensure that the competence of educators is of high standard and is supervised accordingly. According to Cole and Southworth (2005: xvii) good leadership is critical to a school's success. The quality of leadership can make a difference between a school that struggles and the one that strives for the highest level of achievement as well as between a school where learners and staff members are pulling in different directions and one where everyone collaborates and works towards a shared purpose. Prinsloo (2003a:142) states that the leadership style that has been adopted by a school principal can have a positive or negative effect on, for example, effective aim achievement, staff development and job satisfaction in the school situation. Hallinger (2003:331) draws attention to the fact that scholars who conducted research in school effectiveness, school improvement and program improvement consistently found that the skilful leadership of school principals

was a key contributing factor when it came to explaining successful change, school improvement or school effectiveness.

To ensure that sound school discipline is maintained, the school principal should set a good example to assist school members to understand and appreciate the underlying meaning of diverse school activities, unify the diversity among the members, clarify the uncertainty, and develop the unique culture and mission of the school, and motivate everybody to work for a better future (Cheng, 1996:54). According to Clarke (2007:66) the school principal and the senior management teams need to set the tone by ensuring that there are relevant systems of discipline in place, and that they themselves are punctual, meet deadlines, and are committed to protecting teaching time. Their examples as disciplinarians are the most potent force in the character formation of both educators and learners. Badenhorst and Scheepers (1995:35) posit that a role model generally lives in such a way that his or her way is worthy of imitation in both lifestyles and the underlying value system. Duke (1990:31-32) holds the opinion that leadership that symbolizes firmness and order may work with most learners, but those who are referred to as alternative schools often have experienced difficulties in dealing with authority. For them, the school principal with a non-confrontational style may be more effective.

According to Stoll (1991:77), in effective schools, many learners hold positions of responsibility. They are encouraged to take responsibility for their learning, planning, discussion, decision-making as well as development of leadership skills. In this regard, Stoll and Bolam (2005:55) states that school principals need to understand what effective teaching is and how best to promote it, which is only possible if their time is not taken up with administration and bureaucracy, fundraising because of inadequate resources, learner behaviour management and parent crisis management. Educators and learners need to know that their school principals will listen and that their commitment to good discipline is unwavering. Educators and learners need to feel that their leaders will support and back them up when they are faced with difficult learners or classes. Without leading by example, a tendency to increased entropy could develop, which could have a negative impact upon managing discipline and that could eventually result in disorganization or even chaos in schools (Prinsloo, 2000:40, Clarke, 2007:94).

Kruger (2003:4) posits that weak leadership and tensions between the various elements of the school community, poor management and administration, and low morale are some common characteristics of ineffective schools. In contrast, a positive school climate, sound classroom environments, effective leadership, high professional standards among educators, sound relationships between all stakeholders, order and discipline, effective instructional leadership and a shared sense of purpose are some of the characteristics of effective schools. Leadership development for schools facing challenging circumstances is a dynamic and intricate process. If leadership development policies and programs are to respond to the intricate and uncertain environments of postmodern schools, they must establish ongoing learning opportunities that are dynamic. Rather than establishing “designer leadership” programs in which one size fits all, special attention should be paid to the uniqueness of schools facing challenging circumstances and the diversity of learning and leadership styles that are critical in a postmodern era (Crow, 2005:77).

Reeves (cited by Kise& Russell, 2008:2) states that effective performance on every dimension of leadership is impossible for a single individual. The duty of the school principal is to establish an organization which is exemplary in every dimension and not involved in behaviours suggesting that an individual person bears the burden of being exemplary in every dimension. In this regard, it may be stated that schools should be environments where learners and educators enjoy teaching and learners enjoy learning and where all of them feel welcome and secure. The organizational culture of schools should explicitly emphasize the importance of education for the country. It is crucial to keep the ultimate goal in mind when schools are working towards the improvement of school discipline. Gaustad (1992:1) holds the opinion that effective school discipline strategies seek to encourage responsible behaviour and provide all learners with a satisfying experience as well as to discourage misconduct.

As leaders, school principals have the unenviable task of having simultaneously to be both intellectual and pragmatic. Whilst they must grasp the complex abstract questions of where the world is, what challenges this global moment presents, they must be competent enough to answer in practice in ways that empower the learners, educators, other stakeholders and community members. For them to be able to take their rightful positions

as the professional leaders of the schools, there should be a difference that would make stakeholders to realize that the principals are different compared to educators. Successful principals should have the characteristics of successful business people. They should be visionary leaders who possess the ability to conceptualize goals for their schools and to operationalize the necessary plans. They should be self-motivated and tenacious in doing what it takes to make their schools successful. They must also be problem solvers and be committed to and passionate about their profession. They should believe that strong, instructional, operational and strategic leadership in their schools are equally important. They should understand the value of people. Discipline and management strategies for disruptive learners should also be provided by them.

2.7 SUMMARY

School principals are very important for schools as they serve as anchors, providing guidance and affecting its well-being, effectiveness and success. School principals and educators need to trust one another and work collaboratively in an effective way, and schools need to develop their own unique culture. Smylie (cited by Blasé & Blasé, 1999:484) emphasizes the importance of developing a relationship between educators and school principals in schools. Blasé and Blasé (1999:484) maintain that building trust is central to the role of principals and includes active listening, extended responsibility and authority. Clarke (2007:86) posits that the school principal plays a vital role in building trust. Learners and staff members need to know that they can approach the principal directly on issues related to for example, discrimination. They are confident that they will be listened to, that confidentiality will be respected and that action will be taken where this is appropriate. Effective school principals should strive to create a school atmosphere that supports educator involvement in decision-making, and develop a clear vision and mission. Principals should also ensure that they are committed to all stakeholders, and provide information about school progress.

Principals are required to show more diversified management and leadership skills and capabilities, and are subjected to wider accountability. Hallinger (2003:345) argues that school principals who share leadership responsibilities with others would be less

subjected to burnout than the principal “heroes” who attempt the challenges and complexities of leadership alone. When principals elicit a high level of commitment and professionalism from educators and work interactively with educators in a shared leadership capacity, schools have the benefit of integrated leadership, and will consequently be organizations that learn and perform at high levels.

In the school situation, principals and educators have to make sense of diverse situations and should enhance their ability for critical inquiry and self-reflection, constantly reviewing their beliefs as well as assumptions. The reflective process will enable them to create habits of reflection. They will then recognize and gain insight into the situations that are problematic, look upon possible courses of action and develop pragmatic solutions. They will not passively accept solutions or use them without contemplation. They may be expected to change their way of thinking. By doing so, they will be able to modify and integrate their skills, with the ability to reflect on their activities and take action in a changing and challenging world.

The following chapter describes the research aims, the research design and methods applicable to this investigation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 constitutes the theoretical framework for the research. It explores what literature exposes about shared school leadership and its relevance for school discipline. This chapter describes the research aims, the research design and methods applicable to this investigation. A research design indicates the general plan of the research. This includes when, from whom and under what conditions the data will be gathered. It indicates how the research is set up, what happens to the subjects and what methods of data collection are used (McMillan & Schumacher, 2006:22). A research design is a procedural plan that is adopted to answer questions validly, accurately and objectively. This chapter explains the approaches and methodology that are used in finding answers to the research questions that are stated for this investigation.

3.2 RESTATEMENT OF THE RESEARCH QUESTION

The main research question of the study is: What are secondary school principals' perceptions of shared school leadership and what is the relationship between shared school leadership and the exercise of sound school discipline in Mpumalanga secondary schools? Out of this main research question, the following sub-questions were formulated (cf section 1.3):

- i. What is the nature and rationale for shared school leadership?
- ii. What are the practices and perceptions of principals of shared school leadership in Mpumalanga senior secondary schools?
- iii. How is shared leadership related to school discipline?
- iv. What effects does the school principal's leadership style have on educators and learners in the school and classroom situations?

- v. What recommendations can be made on the basis of this research in order to make the implementation of sound school discipline to be successful?

3.3 AIMS OF THE RESEARCH

The main purpose of this study is to extend the knowledge and widen the understanding of shared school leadership and its relevance for school discipline. The study attempts to provide specific answers to the research question alluded to. A researcher has to clearly indicate what (s)he intends achieving with a research project. As mentioned in Chapter 1 (cf section 1.4), the aims of this research are to:

- i. Describe key issues and strategies of effective shared school leadership with a view to producing a conceptual framework within which this study will be located.
- ii. Determine the nature and rationale for shared school leadership
- iii. Explore the participation of stakeholders within the school organizational structure
- iv. Determine the practices and perceptions of school principals in the Mpumalanga secondary schools in terms of shared school leadership as they confront the challenges of school discipline.
- v. Design a model for exercising sound school discipline through shared school leadership.

A detailed discussion of the research design and methodology that was used in this study is presented in the following section.

3.4 RESEARCH DESIGN AND METHODOLOGY

The following research design has a bearing on the study.

3.4.1 Research design

Research design refers to the detailed plan of how a research project will be undertaken (Fouche & De Vos 1998:124, McMillan & Schumacher, 2006:20). It provides the basis according to which the data is to be collected to investigate the research question. According to Hopkins (1976:237), the collection and analysis technique that best suits the problem and is expected to provide the most reliable and valid data should be employed. The researcher should select the research approach after the consideration of the aim of the research, the nature of the research question and the resources (informative subjects) available to him or her (Schurink, 1998b:253). In this study the researcher used a qualitative research design, amongst other things, because he wanted to obtain insights into the perceptions and views of school principals with regard to shared school leadership and its relevance for school discipline. The participants were directly involved in the educational context and were able to provide valid information which the researcher was able to use for the final suggestions and recommendations on shared school leadership and its relevance for school discipline.

According to Rubin and Babbie (as cited by De Vos, 1998a: 46), to compile a research design, the researcher should commence with examining the relevant literature, filing his or her knowledge of the subject, and learning what others say about it.

3.4.1.1 Qualitative research

Qualitative research is one of the approaches that researchers use when they want to expose information and knowledge and analyze data about the nature of reality or the world. According to Kvale (1996:31) the qualitative research interview seeks to describe and understand the meaning of central themes in the life-world of the participants. The main task in interviewing is to understand the meaning of what the interviewees say. A

qualitative approach requires that the researcher interpret the real world from the perspective of the participants of his or her investigation. Mason (1997:4) supports this view by stating that qualitative research is concerned with how the social world is interpreted, understood or produced. This is a naturalistic or interpretative enquiry undertaken within the habitat of the subjects so that meanings and intentions that underlie human actions are understood and interpreted in relation to their context (Schurink, 1998a:240).

According to Hittleman (1997:43) the issue of context is at the core of qualitative research. The researcher collects the data within the natural setting of the informants. He is concerned with understanding people's experiences in context. The natural setting is where the researcher is likely to reveal what is known about the phenomenon of interest from the perspective of those studied. In this study the context was a number of secondary schools and participants were the principals employed at these secondary schools. The researcher was the main data collecting instrument (Ary, Jacobs, Razavieh & Sorensen, 2006: 449-450). He was engaged in different types of interviews with carefully selected subjects, whom he believed would provide "rich, contextual and detailed data" (Mason, 1997:4) based on their experiences and opinions related to the phenomenon, namely the phenomenon of shared school leadership and its relevance for school discipline. The setting and the people to be studied was anticipated, planned and carefully selected. Principals of secondary schools in the Nkangala district of Mpumalanga were interviewed. Sampling was purposive.

The main purpose of qualitative research, according to Hittleman (1997: 42) is to describe, interpret, verify and assess data. In this study the researcher collected the data in an attempt to understand the subjects' experiences and insights about the phenomenon, that is, shared school leadership and its relevance for school discipline. He described topics, themes and categories that emanate from words and meanings that form the data and then report the findings in a descriptive way. This is further discussed in Chapter 4.

This research is also interpretative in nature. According to Hittleman (1997:43), the concept 'interpretative analysis' denotes that from the insights given, the researcher develops new concepts or elaborates on existing ones. It can also be utilized to develop new theories. Here the insights provided were used to formulate a number of guidelines and recommendations on how shared school leadership can be implemented successfully in the secondary schools.

The researcher entered the world of the participant, analyzed the conversation and interaction he had with the participants so that he could understand and interpret the meaning of their experiences and perspectives about the phenomenon. The data was systematically collected and analyzed within a particular context (De Vos&Fouche: 1998a:80). The phenomenon focused on here is shared school leadership and its relevance for sound school discipline. Principals explained how they share leadership with different stakeholders and how relevant the sharing is for sound school discipline. The researcher studied their perceptions, attempted to gain deep insight and knowledge and described their understandings of the alluded phenomenon being investigated.

3. 4. 1.2 Descriptive research

Descriptive research deals with questions based in the current state of affairs (McMillan & Schumacher. 2006:22). According to Allison, Owen, Rothwell, O'Sullivan, Saunders and Rice (1996:14) a descriptive approach sets out to seek precise and adequate descriptions of the activities, objects, processes and persons involved in the study. The aim of a descriptive approach is to provide a detailed description of the phenomenon. Kvale (1996:32) corroborates by stating that descriptive approach requires subjects to describe as precisely as possible what they experience and feel, and how they act. In view of this claim, a descriptive approach was used address the fundamental research question that was posed (cf section 1.3). This study sought to provide an accurate description of how the principals experience shared leadership in the Nkangala district, in order to develop and describe principles and guidelines for principals to effectively implement shared leadership in secondary schools. The researcher was expected to facilitate this process by following an open and flexible research strategy. According to Mouton

(1996:102) the researcher should be aware of the idea that to describe accurately would vary with the context.

3.4.1.3 Explorative research

According to Mouton and Marais (1996:43) an explorative approach to the research helps to lead to the insight and comprehension of the phenomenon. A qualitative exploratory approach enables the researcher to share in the understanding and perceptions of others and to explore how people structure and give answers to their daily lives (Berg, 1995:7). This implies that the researcher has to be willing to discover new ideas and suggestions and not permit pre-conceived ideas as well as hypotheses to influence the research. This study was explorative in that it attempted to understand how principals share leadership in secondary schools.

3.4.1.4 Contextual research

Contextual research focuses on participants within a particular context so as to gain an understanding of the participants within that context. This study was contextual in nature because it was concerned with the unique context of shared leadership in secondary schools in the Nkangala district of Mpumalanga. Principals provided an extensive description of their experiences in their specific context. In this way the researcher was able to uncover the true behaviour shown by people when observed in their own real life context (Maykut & Morehouse, 1994:45). The study employed descriptive, explorative and contextual research designs, as aspects of qualitative research, due to their applicability to the nature of the general research question, namely: What are secondary school principals' perceptions of shared school leadership and what is the relationship between shared leadership and the exercise of sound school discipline in Mpumalanga secondary schools?

Having discussed the broad research design, it is now necessary to give an exposition of the specific research methods to be employed.

3.5 RESEARCH METHODOLOGY

According to Mason (1997:35) research methodology refers to the method of collecting data in a study. It focuses on the sources and the methods to be used in generating the required data. Schurink (1998b:252) states that it includes identifying and setting the boundary for gathering information as well as subjects to provide relevant and valid information. The researcher and the participants interact so that the researcher gains deeper insight, knowledge and understanding of their experiences about the phenomenon (Bailey, 2007:63).

The strategies for collecting data for this research were individual interviews, observation and literature study.

3.5.1 Individual interviews

An interview is a purposeful interaction between two or more people focused on one person in an endeavor to get information from the other person (Gay & Airasian, 2003:209). Merriam (1998:23) points out that the purpose of interviewing is to find out what is on someone else's mind and since this cannot be directly observed or measured, the researcher has to ask questions in such a way as to obtain meaningful information. The purpose of interviewing is to understand the experience of other people and the meaning they make of that experience. The primary way a researcher can investigate an educational institution, or process, through the experience of individual people, is to interview the "others" who make up the organization or carry out the projects. Social abstractions like education are best understood through the experiences of the individuals whose work and lives are the stuff upon which the abstractions are built (Seidman, 2006:9-10, Hesse-Biber, 2006:123, Denzin, 2007:235). According to Walsh (2001:65), interviews are similar to questionnaires in that they are organized around a series of questions and rely on interviewees being able to answer and tell the "truth" as they see it.

Interviews in qualitative research are regarded as the dominant strategy for data collection, or they may be used in conjunction with participant observation and document analysis (Bogda&Biklen, 2007:64).

The semi-structured interviews are used to explore the topic under discussion more openly and to allow the participants to freely express their opinions (Esterberg, 2002:87). Individual interviews were conducted with principals in order to establish their perceptions of shared leadership and its relevance for sound school discipline.

An interview as a qualitative research method has various advantages. According to Bailey (1994:174) the following are the advantages of an interview:

- It is flexible because the interviewers may probe for more specific answers and can rephrase a question when the response indicates that the respondent misunderstood.
- It tends to have a better response rate than mailed questionnaires. Persons who are illiterate can still answer questions in an interview, and others who are reluctant to expend the energy to write out their responses may be willing to talk.
- The researcher can observe nonverbal behaviour and assess the validity of the subject's responses
- The researcher may have control over the environment by standardizing the interview environment by making sure that the interview is carried out in privacy, that there is no noise, and this is different from the mailed study because the questionnaires may be completed by various people under diverse conditions.
- The researcher has control over the questions by ensuring that all of them are answered.
- The researcher has control over the order of questions by ensuring that the respondent does not answer the questions in any way that may thwart the format of the questionnaire.
- The researcher can record the exact time, date and venue of the interview.

- In it, the respondents cannot “cheat” by receiving prompting answers from others or by having others complete the whole questionnaire for them, as often happens in mailed studies.
- The researcher can record spontaneous answers and the respondent will have no chance to retract his or her first answer and write another, as is possible with a mailed questionnaire.
- A more complex questionnaire can be utilized in an interview study.

Liamputtong and Ezzy (2005:71) also maintain that some additional advantages of interviews include the fact that they are an excellent way of discovering the subject connotations and interpretations that participants provide to their experiences. They also allow aspects of social life that could not be studied in any other way, like social processes and negotiated interactions, to be studied. More significantly, interviews allow new insight and theories to be evolved during research process.

Interviews do, however, have disadvantages. Bailey (1994: 175-176) identifies five disadvantages of the interview method. These are;

- Interview studies can be extremely expensive. The more complex studies need small bureaucracies with a host of administrators, field supervisors, interviews, and perhaps even public relations personnel. Sampling is often costly. Interview schedules can also be costly to construct and to reproduce.
- Interviews are often lengthy and may need the interviewer to travel miles. In addition, the interviewer must arrange the interview for times when the respondent is home, sometimes an interviewer can complete only one or few interviews each day, even though the actual interviewing time may be relatively short.
- Compared to the mailed questionnaire, the interview does not provide the respondent opportunity to conduct research, to check records, to consult family and friends regarding facts, or to ponder his or her reply.

- It may be necessary for the interviewer to probe a great deal, to phrase the same question differently for diverse respondents, or even to ask different questions of different respondents. While this flexibility can be an advantage, it can also be a disadvantage if it makes it difficult for the researcher to compare the respondents' answers.
- The interviewer ensures that all of the questions are answered and that the respondent understands the instructions and the questions. The interviewer can also cause errors. He or she may understand it but make a clerical error in recording it, or may simply record an answer even when the respondent failed to answer. The respondent's answers can also be affected by his or her reaction to the interviewer's gender, race, social class, age, dress and physical appearance or accent.

In this study, the focus was on describing and understanding experiences as relived by the principals. (Schurink, 1998d: 307). The principals of the sampled schools were interviewed in order to discuss how shared leadership is implemented at schools. An interview schedule was prepared. Probing questions followed, emanating from the answers provided by the principals. The interview processes were audio-taped and thereafter transcribed.

3.5.2 Literature study

In order to establish what other researchers have already established with regard to this study's topic, an extensive literature study was conducted. A review of books, articles, dissertations, magazines, letters and newspapers related to the topic of this investigation was conducted. The researcher used the literature study for the clarification of operational concepts of the research and to find existing information on shared school leadership and its relevance for sound school discipline.

3.5.3 Observation

According to McBurney (1994: 169) observation comprises the researcher observing and recording behaviour without attempting to change the observed behaviour. Walsh (2001:67) states that in a participant observation study, the researcher enters the group or the situation that he or she is studying. Participant observers try to “get to know” the group or the situation from “the inside”. They need to try to understand the motives and the meanings of the people whom they are studying from the point of view of those people. Walsh (2001:67) further states that the objective of this is for the researcher to gain deeper insight into the real way of life, beliefs and activities of the group in their “natural setting”. It is also believed that the researcher’s own experience of the group will give him or her access to data that might not be drawn out from a questionnaire or interview. Kvale (1983:175) states that during the course of an interview the researcher must also be observant of and be able to interpret vocalization, facial expressions and other bodily gestures. In this research the researcher observed how the principals implement shared leadership in their respective schools. He also observed how the other stakeholders are involved in the implementation of shared leadership.

In total, ten weeks were spent with the principals from the ten selected schools, (one week with each school) to gain first- hand experience on how these principals managed to share leadership in their schools. Comprehensive field notes were made throughout the study.

LeCompte and Preissle (1993:195-196) state that participant observers live as much as possible with the individuals they are investigating, trying to blend in and taking part in their daily activities . Participant observers look at what people do, listen to what people say, and interact with the interviewees. According to Merriam (1998:97-98), when observing the researcher can be guided by the following aspects:

- The physical situation: What is the physical situation like? What is the context and what sort of behaviour does the situation promote or restrain?

- The subjects: Describe who is in the scene, how many people are there as well as their responsibilities. What brings these subjects together? Who is permitted here?
- Actions and relationships: What is happening? Is there any sequence of actions? How do the subjects interact with the action and with one another? How are the subjects and actions interrelated?
- Discussion: What is the gist of the discussions in the situation? Who is talking to whom? Who is listening?
- Subtle aspects: During observation aspects like informal and unplanned actions, symbolic as well as connotative meaning of words, non-verbal communication like the code of dress and physical environment will be observed. What will also be observed is what would be happening and if at all it was supposed to have happened.

In this study, the researcher was guided by the above mentioned aspects. According to Best and Kahn (1993:184) the data from observations consist of detailed descriptions of people's activities, actions, and the full range of interpretational interactions and organizational processes that are part of observable human experience. A relationship of trust with the researcher usually develops and this encourages participants to expose what they may regard as confidential. According to McMillan (2000:166), by establishing a proper rapport with participants, a skilled interviewer can enhance motivation and thereby obtain information that might not otherwise have been offered. He maintains that more accurate responses can be obtained as the interviewer clarifies questions that the respondent may have and follows up leads through probing.

3.5.4 Criteria for the selection of participants and schools

The research problem involving an investigation into how leadership is shared within secondary schools requires participants such as principals. The participation of principals was mainly voluntary in this investigation. They were obviously involved on account of their schools being selected. There may be some good reasons for the researcher to be selective or purposeful in his sampling as is the case in this investigation.

The researcher purposefully selected particular participants who could be expected to provide informed, quality and reasonable responses. Those who were willing to participate in this investigation were provided with more information about the purpose of the investigation, instructions and the procedures that were followed. It is assumed that good performing schools are characterized by principals who provide shared leadership and vice versa in bad performing schools.

Five school principals who seemed to show a lack of shared leadership and five who seemed to share all decisions and responsibilities were selected. Five schools which have been ranked by the Mpumalanga Department of Education as high performing (functional) schools and which are assumed to maintain a good standard of discipline were included in the study. These schools should have been performing in a consistent outstanding way over a period of five years based on grade twelve (12) results. Five schools which have been ranked by the Mpumalanga Department of Education as poor performing (dysfunctional schools) and which are assumed to maintain a poor standard of discipline were also included in this study. These schools should have been performing in a consistent poor way over a period of five years based on grade twelve (12) results.

The above-mentioned aspects are important because the better the discipline, the better the general performance, and vice versa (Mtsweni, 2008: 1). According to available literature, effective schools are related to effective management and shared leadership. Hopkins, Ainscow and West (1994: 153) posit that effective and efficient schools' emphasis rests on teamwork, consultation as well as participation of all relevant stakeholders.

3.5.5 Data collection

The methods that were used to gather information in this investigation were concerned with seeking principals' verbal information in relation to the way leadership is shared in their schools. The strategies used produced mainly descriptive data based on insights rather than statistical data. The semi-structured, open-ended, individual interviews were used to gather more information from the principals regarding the main research

question. An interview schedule was prepared with semi-structured questions and the interviews were audio-taped to provide verbatim records for subsequent analysis. The recorded information was transcribed. Observation was also done in the form of visits to the identified schools for actual field work. Field notes were recorded. Again, data was also collected by means of literature study (Cohen, Manion& Morrison, 2005: 270 – 282, Lodico, Spaulding &Voegtle, 2010: 164-165, Kumar, 2011: 26, Densecombe, 2007: 289).

3.5.6 Pilot study

Strydom (2002b:211) states that pilot study can be viewed as a “dress rehearsal” of the main investigation. It is similar to the researcher’s planned investigation but on a small scale. A pilot study is indispensable for the correct administering of the data. It provides evidence of possible ambiguities or inappropriate questions (Nisbet&Entwistle, 1970:43). It also helps the researcher to get an overview of how much time to plan for during the actual research. It helps the researcher to think well in advance about the analysis of the results. The researcher is also able to identify confusing and ambiguous language, and to obtain information about possible results (Oppenheim, 1992:64). A pilot study using two individual interviews was conducted with principals of selected senior secondary schools in the Nkangala district of Mpumalanga to determine if the desired information would be gained by questions posed and whether the method of questioning would be suitable to attain in-depth information. The pilot study helped the researcher to correct mistakes that may have occurred during the interviews with regard to the interview itself, the environmental setting and the recording. At the end of this exercise, the researcher took note of the time required to conduct the various interviews. The results were discussed with the participants involved to evaluate whether the conclusion arrived at by the researcher were in accordance with the observations and knowledge of the principals.

3.5.7 Triangulation and structural coherence

According to Bogdan and Biklen (2007:115-116) triangulation denotes “the use of multiple methods of data collection”. According to Richards (2005:140) triangulation is the term widely used for research designs where different sorts of data or methods of handling data are brought to bear on the research question. It refers mainly to the use of multiple methods of data collection (Liamputtong&Ezzy, 2005; 40-41, Bush, 2007:100, Bailey, 2007:76-77, Scott & Morrison, 2005:10, Cohen et al, 2007:141). In this study, triangulation was achieved through individual interviews, literature study as well as observation. The topics, themes and categories extracted through the data analysis were confirmed with the participants to ascertain that it reflects their intent. Lincoln and Guba (1985: 305-306) maintain that the validity of the information will be exposed by the similarity in the information gathered by each method.

According to Krefting (1991:220) structural coherence implies the assurance that there are no unexplained inconsistencies between the data and their interpretations. In this study structural coherence was enhanced by consistently focusing on the principals’ experience of shared leadership and its relevance for sound school discipline.

3.5.8 Construction of the interview schedule for this study

According to Hatch (2002:101) qualitative researchers may enter the research field with an interview schedule or guide to gather comparable data across sites. Patton (2002:343) posits that an interview schedule is prepared in order to ensure that basically the same information is gathered from a number of people by covering the same material. It provides topics or subject areas within which the researcher is free to explore, probe and ask questions that will explain and illuminate that particular subject or topic. Patton (2002:343) further states that the interview schedule helps make interviewing across a number of different people more systematic and comprehensive by delimiting in advance the issues to be explored. According to Cohen et al (2005:274) the interview schedule involves translating the research aim into the questions that make up the main body of the schedule. An interview schedule is usually drawn up using the literature study as a foundation. In this study, important themes and topics identified in the literature formed

part of the interview schedule. The interview schedule that was used in this study focused on core questions which were expected to highlight principals' perceptions of shared school leadership and its relevance for sound school discipline. The interview schedule assisted the researcher to investigate the general research question: What are secondary school principals' perceptions of shared school leadership and what is the relationship between shared school leadership and the exercise of sound school discipline in Mpumalanga secondary schools?

The following sub-questions were formulated based on the main research question:

- What is your understanding of the concept shared school leadership?
- What role do you play in shared school leadership?
- What is your role in promoting the school's vision?
- How do you get educators to participate in shared school leadership?
- What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?
- Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?
- How would you describe your own leadership style? Does this leadership style promote shared leadership?
- What impact does shared school leadership have on the maintenance of sound school discipline?
- Please provide me with information about a management problem or any other incident that has occurred recently in this school and how you dealt with it?
- What recommendations can you make regarding the implementation of shared school leadership processes in secondary schools?

3.5.9 The procedures followed during the investigation

Several steps were followed prior to the commencement of the study and during its course. The steps were primarily procedural and intended to eliminate any potential hindrances that could have had negative consequences for the investigation. In an attempt to create a conducive environment for the study to occur, therefore, the researcher first sought permission from the education authorities. A written request was sent to the Mpumalanga Department of Education requesting permission for the study to be undertaken. Again, an arrangement with the principals of selected schools was made. After permission was granted by the Mpumalanga Department of Education, letters were written to the principals of the schools which had been selected for individual interviews, requesting permission to conduct individual interviews with them. This was followed by personal visits by the researcher to each of the selected schools to make preliminary, practical arrangements with the principals. Each participating school was given a code number for identification purposes.

According to Leedy (1993:195) the following steps should be followed when the researcher is using the interview as a strategy to gather data:

- Prepare the interview well in advance.
- The agenda of the questions that will be asked should be sent to the interviewees.
- The date of the interview should be confirmed in writing promptly.
- A reminder with an agenda of questions should be sent ten days before the researcher's arrival.
- The researcher must follow the agenda quickly and have the copies of his or her questions for his or her interviewees in case they have lost their copies.
- After the interview, the researcher should submit a copy of a typescript of the interview and get either a written acknowledgement of its accuracy or a relevant copy from the participant.
- After the researcher has incorporated the data into his or her research report, he or she must send the section of the report to the interviewee for final approval as well as written permission to use the data in his or her report.

3.5.10 Field notes

The concept 'field notes' refers to a written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study (Bogdan&Biklen, 2007:118-119, Liamputtong&Ezzy, 2005:332). Bogdan and Biklen (2007:119) further state that in participant observation studies all the data is considered to be field notes. The concept refers collectively to all the data collected in the course of a study, including the field notes, interview transcripts, official documents, official statistics, pictures, and other materials. Maykut and Morehouse (1994:73) state that field notes are records of what has been seen and heard by the researcher without interpretation during the interview. In this study, the researcher jotted down bits of information he wanted to recall later, such as interesting terms or ideas he heard, and behaviour he observed as unusual in the setting (Richards,2005:38-40).

For the purpose of this research the researcher used field notes to record events, behaviour that occurred and words that were heard during the individual interviews. The researcher used brackets to indicate his own commentary. According to Lincoln and Guba (1985:183-185) field notes are usually divided into four categories, namely:

- Observation notes in which the researcher recorded what he saw and heard during the interview.
- Theoretical notes, which refer to deliberate, controlled efforts to extract meaning from observation notes.
- Methodological notes which includes notes on operational practices such as the time schedule, the sequence and the physical setup.
- Personal notes such as the researcher's feelings and experiences during the interview.

All four categories of field notes were compiled during the course of the investigation.

3.5.11 Data processing

Data processing or data analysis is an ongoing cyclical process which integrates into every phase of qualitative research. It is a systematic process whereby data is selected, categorized, compared, synthesized and interpreted in order to provide explanations of the single phenomenon of interest (McMillan & Schumacher, 2006:375, Seidman, 2006:125-129, Ary et al, 2006:490, Lodico, Spaulding & Voegtler, 2010:165). Rubin and Rubin (1995:226) state that data analysis is the final stage of listening to hear the meaning of what is said. (Poggenpoel, 1998:334-335) states that data analysis is concerned with making sense and interpreting the data collected so that it is stored and accessible for later use. The data analysis enables the researcher to discover themes and concepts embedded throughout the interview (Rubin & Rubin, 1995:226). The data collection and data analysis in qualitative research go hand in hand and should be done simultaneously in order for the researcher to focus and shape the study as it proceeds. The analysis in qualitative research is inseparable from data collection. As data was collected from principals, a consistent review of how principals implemented shared leadership in their respective schools was done.

According to Best and Kahn (1993:203) the first step in analyzing qualitative research involves organizing the data. The method of organizing the data will differ depending upon the research strategy and collection technique(s) used. Interview data, for instance may be organized according to individual respondents, or if a standard interview format is used with a number of individuals, by grouping answers together across respondents. Observations may be considered individually or by grouping similar types of occurrences together while also looking for differences among individuals, settings, or times. Best and Kahn (1993:203) further state that once the data has been organized, the researcher can move to the second stage in the data analysis, namely description. The researcher describes the various relevant aspects of the research including: the setting, both temporally and physically, the individuals being studied, the object of any activities examined, the viewpoints of the interviewees, and the impact of any activities on the interviewees. It is only after the data has been organized and described that the researcher begins the final process which comprises interpretation

To prepare for the data analysis the researcher listened to the audio-tapes and transcribed each interview verbatim. The researcher read and re-read the verbatim transcriptions and also played the audiotape in order to establish themes. He wrote down how school principals shared leadership with stakeholders in their respective schools. Comparing, contrasting, aggregating and ordering were applied in the analysis of data (Shibusawa & Lukens, 2004:183, Hesse-Biber, 2006:142-144, Silverman, 2006:159). The researcher described what he observed and divided the observed data into units. The researcher then indicated how units are similar or dissimilar to one another. Next, a determination was made on which items were associated with each other and might be aggregated into groups. Through divergent thinking, patterns and themes were refined.

The data analysis and interpretation were also done according to the qualitative steps postulated by De Vos (2002:340), Lodico et al (2010:180), Denscombe (2007:288) and Ary et al (2006:490). These are; data collection and preliminary analyses, ordering of the data, generating categories, themes and patterns, testing the emergent understandings, searching for alternative explanations of the data and writing a report and interpreting data.

Each stage of the data analysis involved data reduction and the large volume of collected data was reduced to manageable parts. It also involved interpretation, as the researcher brought meaning and insight into the words and actions of the respondents in the research (Poggenpoel, 1998:342). According to McCracken (1988:50) the qualitative data must exhibit the following conditions: It must be:

- Exact, so that no unnecessary ambiguity exists.
- Economical, so that it forces the researcher to make the minimum number of assumptions and still explain the data.
- Mutually consistent, so that no assertion contradicts another.
- Externally consistent so that it conforms to what we independently know about the subject matter.

- Unified so that assertions are organized in a manner that subsumes the specific within the general, unifying where possible, discriminating where necessary.
- Powerful so that it explains as much of the data as possible without sacrificing accuracy.
- Fertile so that it suggests new ideas and opportunities for insight.

In this study, a deliberate attempt was made to meet all these considerations.

3.6 ETHICAL CONSIDERATIONS

According to Strydom (2002a:63) ethics is a set of moral principles which are suggested by an individual or group, are subsequently ideally accepted, and which offers rules and behavioural explanations about the most correct conduct towards the experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. Ethical guidelines serve as standards about the foundation upon which each researcher ought to assess his or her own conduct.

The researcher undertook to consider ethical considerations throughout this study as principles which should guide the research from the beginning. The following illustrates some of the ethical considerations which were complied with.

3.6.1 Researcher's competency

Strydom (2002a:69) maintains that researchers are ethically obliged to ensure that they are competent and skilled to undertake the study they have proposed. The researcher has completed a BA Degree and BEd (Honours), a Higher Diploma in Education, a Postgraduate Diploma in Public Management, a Certificate in School Management, a Certificate in Managing Teaching and Learning and a MEd Degree. The researcher has been teaching for the past 19 years and currently holds a principal post at Mbalenhle Secondary School in Tweefontein South Circuit Office in the Nkangala district of Mpumalanga. Extensive literature about the research methodology and the topics related

to the study have been studied. The study was also supervised by a university expert experienced in supervising qualitative research projects.

3.6.2 Relationships with the participants

Throughout the study, the researcher ensured that a healthy relationship with the participants was maintained (Miller & Glassner, 2004:133). The researcher informed the participants about the purpose of the research so as to allow them the opportunity to decide whether to participate or not. The potential risks that they might be subjected to was also explained (Strydom, 2002a:64). According to Patton (2002:343) establishing relationships with the participants is essential and is established by phrasing the questions that facilitate mutual understanding.

3.6.3 Anonymity and confidentiality

According to Flick (2006:49) the anonymity of the participants must be maintained and all the participants must be given the assurance that the data collected from them will be treated as confidential. Research records that may indicate the participants' identities will be removed as a means of ensuring that confidentiality is maintained throughout the investigation (Wallen & Fraenkel 1991:40, Mouton, 2008:243-244, Seidman, 2006:67). Care was taken that the identity of the schools and principals who participated in the research, is not revealed.

3.6.4 Informed consent

Informed consent denotes that sufficient information on the goals of the research as well as the procedure that will be followed in the study are provided to the participants (Silverman, 2006:324).

Silverman (2006:324) maintains that the researchers should use a language that is best understood by the participants so as to obtain their relevant informed consent. Throughout the use of such language, the participants are informed of the nature of the

research, the freedom they have to participate, and the freedom to withdraw from the research (Silverman, 2006:324, Strydom, 2002a:65, Mouton, 2008:244).

The researcher adhered to the above-mentioned requirements. The researcher used the language that the sampled participants understood so as to explain the purpose, advantages and disadvantages, as well as to obtain their informed consent. The participants were informed of the fact that their participation was voluntary and that they were free to withdraw from participating. After this explanation the participants were requested to take part in the study. The researcher informed the respondents that they were selected because they met the criteria set for the research study.

3.6.5 Privacy

Strydom (2002a:67) maintains that privacy is “that which is not intended for others to observe or analyze”. The researcher took the necessary precautionary measures by giving all the participants the right to decide for themselves to what extent their attitudes, belief and behaviour were exposed (Seidman, 2006:67, Bailey, 2007:24-26, Mouton, 2008:243).

3.6.6 Deception of the participants

According to Flick (2006:49) the researcher has an obligation to tell the truth and not to lie or deceive others. Strydom (2002a:67) view deception as either withholding information or giving information which is incorrect so that the participants who could have opted not to participate, are lured into participating. The researcher should clarify and rectify the misconceptions that may have aroused in the participants’ minds (Strydom, 2002a:67, McBurney, 1994:379). The participants should also be informed of the purpose of and the results that will be obtained from the study. This will ensure that the study is of educational and personal value to the researcher and the participants (Strydom, 2002a:67, McBurney, 1994:379). In this study the researcher did not deceive the participants. They were informed about the methods that were used, namely, individual interviews, and literature study and observation.

3.7 MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthiness of the research outcomes denotes that readers of the research believe what the researcher has reported. Readers should have so much confidence in the researcher's conduct of the investigation and in the results of the research that they consider it to be reliable. According to Poggenpoel (1998:352) verification of the results of data analysis is a key issue in ensuring the trustworthiness of qualitative research. The researcher has an obligation to maintain trustworthiness throughout the research study. Four aspects of trustworthiness that were applied in this study are now addressed.

3.7.1 Truth value

The concept "truth value" has a bearing on whether "the researcher has established confidence in the truth of findings" supplied by the participants in the study undertaken (Poggenpoel, 1998:349). In this regard Krefting (1991:215) states that the truth value indicates how confident the researcher is with the truth of the findings based on the research design, informants and context. This is obtained from the findings of human experiences as lived and perceived by the participants. In this study the truth value was enhanced by employing the techniques of prolonged engagement, triangulation and structural coherence.

In an attempt to establish a positive relationship with the participants the researcher spent a reasonable time with the participants speaking the language they preferred most so as to ensure that they feel free to participate. This helped them to increase their trust in the researcher and even expose the hidden facts regarding the investigation undertaken. It also gave the researcher time to make observations. Through observation, the researcher not only learned firsthand how other subjects communicate and observe their behaviour patterns, but also experienced the expected and unexpected information. Furthermore, a rapport of trust with the researcher was developed and motivated the participants to expose what they may have regarded as confidential.

The researcher used individual interviews, literature study and observation. In order to enhance structural coherence, the researcher focused on the principals' experience of shared leadership and its relevance for sound school discipline in secondary schools.

3.7.2 Applicability ensured by the strategy of transferability

Applicability refers to the degree to which the findings can be applied or transferred to other similar contexts and settings or some other groups (Krefting, 1991:216, Poggenpoel, 1998:349). According to Krefting (1991:216) research meets the transferability criterion "when the findings fit into contexts outside the study situations that are determined by the degree of similarity or goodness of fit between the two contexts". Guba (as cited by Krefting 1991:216) maintains that the responsibility for applicability lies with the person who wants to transfer the results. The researcher has to present adequate descriptive data to allow comparison. The researcher relied on the available data from this study to enhance potential transferability. Strategies that were employed in this study to ensure transferability were nominating a sample and efforts to achieve a dense description.

Purposive sampling was used in this investigation. That means those participants who met set criteria were selected. Sufficient background information with regard to participants and the context of the research were provided to enable other researchers to decide how transferable the findings will be to their settings.

3.7.3 Consistency ensured by the strategy of dependability

Consistency refers to the degree to which the findings of the research will remain consistent if the inquiry is replicated with the same participants or in a similar context (Krefting 1991:216, Poggenpoel, 1998:350). In this regard the focus is on both the research design and the research methods already discussed. As far as the auditability is concerned, which is the situation whereby a subsequent researcher can follow the decision trail used by the original researcher clearly, all relevant data related to this study will be kept in order to promote an audit trail. According to Merriam (1998:172) the

researcher will therefore need to present an audit trail including decisions made and themes derived.

In this study, the audit trail was compiled as follows:

- A detailed description was given of the way data was collected and how it was analyzed.
- Written permission was obtained from the Mpumalanga Department of Education to conduct the research in the schools.
- Written permission was obtained from the school principals where the research was conducted
- The researcher explained to each participant what was expected of him/her and the central request was presented to each subject in exactly the same words.
- An expert with extensive experience in the field of qualitative research was used in the project.
- After the data analysis was undertaken, the documentation (transcripts and field notes) will be filed in a safe place. This can be provided at request.

3.7.4 Neutrality

Neutrality refers to the freedom of biasness in the research procedures and the results (Poggenpoel, 1998:350). It refers to the degree in which the findings are a function solely of informants as well as the conditions of the research study and not of other biases, motivation and perspectives of the research (Poggenpoel, 1998:350). According to Krefting (1991:217) objectivity is the criterion of neutrality that is achieved through the rigor of methodology, through which reliability and validity (trustworthiness) are established. To ensure that the data reflects the involvement of the principals in shared school leadership and their perceptions with regard to the relevance of shared leadership to sound school discipline, the researcher employed prolonged engagement, structural coherence and a conformability audit.

3.8 LITERATURE CONTROL

Literature control is done to identify similarities and differences that occur in identified topics, themes and categories from the findings of a study and those that are not found in the literature. As such some themes may possibly be found in the literature but do not appear in the findings (Cresswell, 1994:20-24).

After completing phase one, which was to collect firsthand information from the principals themselves regarding their experiences, the researcher went on to phase two of the research study. This included the exposition of guidelines on the implementation of shared leadership based on the research results, drawing of conclusions, making recommendations and pointing out possible limitations of the investigation. To accomplish this phase of the research study the data collected was analyzed with a view to identifying topics, themes and categories. An analysis of the data obtained in this study is presented in Chapter 4.

3.9 SUMMARY

In this chapter, the research design, methods of data collection and procedures for data analysis have been described. The measures that were implemented in ensuring the trustworthiness of the research were discussed. Ethical considerations were also explained. The participants in the research were identified to some extent. A purposeful sample of ten key informants who would possibly enable the researcher to obtain in-depth information on the topic under investigation, was envisaged. The researcher undertook to adhere to the procedures as outlined in the chapter and assumed that the results so achieved would make a contribution towards the practice of effective shared leadership processes in educational institutions. The following chapter will present and interpret the qualitative data collected.

CHAPTER FOUR

FINDINGS OF THE RESEARCH

4.1 INTRODUCTION

Chapter 3 outlined the research design, methodology and the way in which the study was conducted. The purpose of this chapter is to present the findings of the research. This chapter attempts to respond to the research question: “What are secondary school principals’ perceptions of shared school leadership, and what is the relationship between shared school leadership and the exercise of sound school discipline in Mpumalanga secondary schools?” To address this problem ten semi-structured interview questions were formulated and posed to principals during individual interviews. The participants were requested to answer the following questions:

1. What is your understanding of the concept shared school leadership?
2. What role do you play in shared school leadership?
3. What is your role in promoting the school’s vision?
4. How do you get educators to participate in shared school leadership?
5. What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions? Please provide specific examples.
6. Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?
7. How would you describe your own leadership style? Does this leadership style promote shared school leadership?
8. What impact does shared school leadership have on the maintenance of sound school discipline?
9. Please provide me with information about a managerial or disciplinary problem, or any related incident that has occurred in the school recently and how you dealt with it?
10. What recommendations can you make regarding the implementation of shared school leadership in secondary schools?

The researcher, in his capacity as interviewer, listened to the responses very carefully and where necessary and possible, prompted the respondents to elaborate on all relevant answers in order to obtain as much information as possible. After the fieldwork was completed, the various interviews were transcribed as accurately as possible and member checking was done in order to further enhance accuracy. During the analysis of the transcriptions, a range of themes, categories and topics emerged. These constitute the main findings of the research.

In the following sections the findings of the research will be discussed and augmented by examples (quotations) from the text of the interview transcriptions. Where applicable, reference will be made to the literature that has been reviewed, i.e to the existing body of knowledge. In this chapter the codes P1 to P10 are used to identify the respondents with whom the researcher had individual interviews.

A special note concerning the use of quotations in this chapter seems necessary: as can be expected from respondents who participated in the interviews in their second or third language, the language usage and choice of words are, from a language perspective, not always perfect. As a result, some of the quotations used in this chapter to substantiate pronouncements, contain grammatical errors. The standard practice in research reports is to point out these errors by inserting the Latin adjective, *sic*, directly after the error, the intention being to guarantee that a word or expression in the quoted passage has been quoted exactly, though incorrectness or absurdity would suggest that it was not. However, after consultations with experts in this regard as well as the supervisor of the study, it was decided not to use *sic*. The word *sic* would need to be inserted so many times that it would undoubtedly deform the quotations and distract the attention of the reader. In view of this decision, the researcher has taken special care to ensure that quotations used in this study are an accurate reflection of the verbatim transcriptions which were made of the interviews.

4.2 PRINCIPALS' PERCEPTIONS OF SHARED SCHOOL LEADERSHIP

Shared school leadership is regarded as a form of collective agency incorporating the activities of various stakeholders in a school who work at mobilizing and guiding

educators in the process of instructional change. It provides an opportunity for all stakeholders in the school, including parents, educators, learners, school management teams and community members, to come together and make certain decisions in connection with the school. These stakeholders collaborate in solving problems, making decisions, and defining a course of action as well as shaping the direction of an individual school.

4.2.1 Principals' views regarding the role of stakeholders in shared school leadership

The aim of shared leadership is to achieve the inclusion of all stakeholders in all aspects of schooling and beyond the school through a process that is in itself inclusive. Spillane (2006:26) posits that shared leadership incorporates the work of all stakeholders who have a hand in leadership practice. According to Ryan (2006:17-18) shared leadership provides all stakeholders with a fair chance to influence decisions, practices and policies.

During the interviews, school principals defined shared school leadership according to their own perceptions. Nine of the 10 respondents directly referred to the role of stakeholders and then identified them;

Five respondents (P1, P3, P4, P5, and P9) regarded parents as the main stakeholders in education. P5 supported this opinion by stating that “leadership of the school should be shared by educators, parents, and learners, employers and the community at large”. Six respondents (P1, P3, P4, P5, P9, and P10) mentioned educators as important stakeholders in school education. P1, for example, explained that the concept shared school leadership means “the involvement of other stakeholders, such as HODs, *educators* and parents in team decision-making and the execution of decisions taken” (my emphasis). Four respondents (P3, P4, P5, and P10) deemed learners to be major stakeholders in schools. P3, for example, stated that “under the model of shared school leadership the vision for the school is the place whose mission is to ensure that students, parents, teachers and the principals become leadership in some ways at some times”. P10 held the opinion that “the RCL members (Representative Council of Learners - JM) are also involved when the

decisions are taken”. Four interviewees focused their identification of stakeholders on the SMT (School Management Team-JM) (P1, P6, P7, and P9). Two of these four restricted their view of shared leadership to the SMT. P9 explained his opinion as follows: “My understanding is that it is the interactive, participative role of the team (SMT) and other stakeholders (educators and parents) to assist the principal in the role of leadership, based on their experience or passion for the school. It helps in setting standards and direction. It also enables communication”. If shared school leadership is restricted to “the management of the school” (P6) or to the “specific responsibility” the SMT has to fulfill “for the achievement of the vision and mission of the school” (P7), one can conclude that some principals of schools do not have a clear idea of the meaning of shared school leadership.

Whereas almost all of the respondents were relatively vague in their description of what shared school leadership really comprises, one respondent hinted at the fact that shared school leadership comprises certain actions within a specific sphere of responsibility, i.e. not all stakeholders have the same amount of responsibility (P3). Another respondent focused his definition of shared school leadership on participation in decisions that have to be made (P8). Two respondents expressed the opinion that, in effect, shared school leadership is necessitated by the vision and mission of the school (P3, P7).

In general it appears as though the respondents did not have a clear idea, an operational definition of shared school leadership guiding their management actions.

4.2.2 Shared leadership style based on collegiality

It is often difficult for school principals to share responsibility with other people or stakeholders. Schools are regarded as the organizations where a group of people are involved to achieve specific goals, which cannot be met by individuals alone. Participants in the research recommended that educators, learners, parents and other relevant stakeholders should participate in the decision-making processes that affect them.

4.2.2.1 Shared vision, goal and values

Principals should ensure that their schools are characterized by a culture of cooperation in which all the stakeholders such as educators, learners, parents and community, share a commitment to work together to develop the schools learning environment. A shared vision, if effectively communicated, creates a sense of community that will strengthen a school's efficiency and effectiveness, bring unity and common purpose in the face of diversity and foster commitment to the school's development (Stoll, 1991, Razik & Swanson, 2008:325, Naidu, Joubert, Mosoge & Ngcobo, 2008:60).

The principals seemed to be unanimous in their view that stakeholders should be familiar with their school's vision and should know how to realize that vision. They also seemed to be unanimous in their view that they themselves are the pivotal persons in promoting the school's vision. They further reported that developing a vision requires much time and energy and is an ongoing process. The following views about the realization of the school's vision were gleaned from the data.

- A school's vision can be realized by focusing on the improvement of both teaching and learning and the curriculum. The process should be driven by empowered stakeholders. In this regard P2 stated that "my role in promoting the school's vision is to ensure that the successful implementation of the curriculum and other programs become a reality through monitoring and cooperation with other team leaders. This will lead to quality teaching and learning and ultimately to quality education being offered in the school". P7 maintained that "my role is to ensure that all tasks which determine the delivery of quality education to learners are executed and where there is a deviation, to intervene and correct the situation, like for example the attendance of periods. If an educator has bunked his/her class then I call the educator and sit together and correct the situation so that it does not recur".
- Vision realization is ongoing and responsive to changes in the school environment. In this regard P3 stated that "the basic role in my endeavour is to try

and ensure that the vision is attained. When educators are demoralized or lost confidence, mine is to ensure that they are confident and do their job as expected. I usually organize a very dynamic motivational speaker to come and address them in a different environment so that courage and their enthusiasm be rekindled, hence I go to an extent of giving educators some incentives when they perform to the best of their abilities”.

- Collaboration to achieve and realize a school’s vision should stem from commitment as well as collegial attempts by all the relevant stakeholders. P2 explained this viewpoint as follows: “the main stakeholders are ... the entire parent community ... at the end of each term we call them and give them feedback on the learners’ performance and progress, and in our discussions we also allow them to make contributions regarding the strategies to be implemented in ensuring improvement”. P4 stated that “one can also say that we need clear disciplinary procedures and ... greater participation of parents since the parents are presently not playing meaningful roles in as far as the schools are concerned”.
- The school’s vision can be realized and promoted by displaying it in the strategic places so that everybody should notice it. In this regard P1 stated that “I must also ensure that it is displayed in all strategic places, such as classes, staffrooms, offices and also put it in all correspondences with parents and other stakeholders”.
- When leadership is shared in schools, stakeholders should have clear, informed visions of what their schools should do to become effective schools and those visions should focus on learners and their needs. Visions should be translated into goals for their schools and expectations for the educators, learners and other relevant stakeholders such as the community, policemen, parents, business people, government, non-governmental organizations and the private sector. A school climate that supports progress towards these goals and expectations should be established. School principals should continuously monitor progress and intervene in a supportive or corrective way when this seems necessary (P3).

- All of these factors emphasize the need for collaborative leadership practices in schools. In the African context, principals need to embrace the principles of ubuntu (cf section 2.6.2).

4.2.2.2 Nature of relationships with relevant stakeholders

Establishing strong relationships with all stakeholders will assist the stakeholders to trust and respect principals and this will in turn give stakeholders reason to follow the lead of the principals.

The first thing the school principals must “declare” is not authority because of rights, but authority because of relationships. Kruger and Steinman (2003:15-16) state that if there is a positive rapport between all the stakeholders, learners will achieve good results in their studies and they will also behave correctly.

The principals involved in this study as respondents, seemed to feel that for shared leadership to be maintained in schools, collaborative school cultures should include visible, positive relationships and partnerships within and outside the school based on the belief that all relevant stakeholders are responsible for shared leadership. Principals who were accustomed to working alone, had to develop a new mind-set, namely to seek partnering opportunities and the skills to make restorative partnerships work. The interviewees held the view that stakeholders such as the Department of Education, traditional leaders, labour unions, church leaders, policemen and lawyers should form positive relationships with the schools (P3, P4, P5, P9, P10). P3, for example, stated that “basically there are some problems, however we have this ‘adopt-a-cop’ system especially with learners pushing the issues of drug abuse. So we involve the police. They would then often come unannounced and get into the classes and raid them and then whatever they would get become a criminal matter. The police will deal with the learner outside the premises of the school and up to now the issue of drug trafficking into this institution is very low”. P5 explained that “unions are representing labour issues, traditional leaders are also representing their constituencies. Church leaders also send their people to come and preach during our morning assembly. Now, to involve them in

education is to make them aware that their contribution is needed so that teaching and learning can take place effectively”.

The respondents left little doubt as to their views concerning the involvement of parents and learners in shared leadership: parents and learners must definitely be involved in sharing school leadership (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10). According to P9 “leadership of the school belongs to the learners, the parents, the educators, the employer and the community; and because of that they are all having a part in the leadership of the school”. P5 agreed: “We have the parents who are represented by the SGB within the school. There are also learners who are represented by the RCL”. The respondents held the view that for shared leadership to be maintained and sustained, schools should have a sound relationship with the community in which the school is located (P4, P10). P10 summed it by stating that “it is the inclusion of all stakeholders, for example, educators, learners, SGBs and the community at large” that forms the basis of shared school leadership.

It is evident from the statements made by the respondents that principals need to ensure that all the activities of the various schools are executed optimally and that all stakeholders should be committed to their tasks. Their involvement will lead towards the attainment of the goals the schools. School leaders should be responsible and accountable for creating school environments that are orderly and safe for teaching and learning to take place. Such leaders should be supportive, open to new ideas and willing to listen to the concern of the stakeholders. Learners should also be allowed to hold positions of responsibility. They should be encouraged to take responsibility for their actions and through involvement be allowed to learn about organization, planning, decision-making as well as leadership.

4.2.2.3 Parental participation in school activities

Schools should create inviting environments to encourage parents to participate actively in school-based activities. There must be opportunities, structures and support strategies to improve realistic and genuine participation of the parents in school activities. This study revealed that, according to the respondents, parents should also be involved in the financial and legal matters of the school. According to P9, for example, “our school has a School Governing Body where very active parents are the primary members. They hold the positions of chairperson, legal head and financial manager respectively. For non-SGB parents, meetings between the parents and the SGB are held where these parents have the opportunity to express their views”. Parents should also be involved in the school activities by being the members of the School Governing Body (P1, P2, P3, P4, P5, P8, P9). P2 stated that “the main stakeholders are the Governing Body and the entire parent community”. P4 remarked that “it is difficult to get other people to be involved in the running of your school, but what we normally do, is that we involve the SGB, the parents, the educators and the RCL”.

The respondents furthermore expressed the view that the parents should assist with disciplinary matters, especially with that of their own children (P2, P4, P5, P6, P8, P9, P10). P5 explained that “we had a serious problem of late-coming. To solve this problem, educators and parents were taken on board. Parents who were not full-time employed volunteered to come and monitor the punishment of learners who come late. This disciplinary procedure that was used collectively with parents was successful because the problem of late-coming by the learners was reduced and the school is now functioning correctly”. According to the respondents the parents must also be involved when important decisions are taken in the schools and this will ensure that the parents feel that they are part and parcel of the school and that they are taken seriously (P4, P5, P6). P5 held a view: “... leadership of the school should be shared by educators, parents, learners, employers and the community at large. These stakeholders should be involved in the decision-making process. This is important because by involving other people, the principal will be giving chances [for parents to air - JM] their views and whatever decision taken will be for the good of the school”.

The respondents also felt that parents should be involved when the discipline policy of the school is drafted (P4). According to P4 “one can say that we need clear disciplinary

procedures and we, as schools, need greater participation of parents since the parents are presently not playing meaningful roles in as far as schools are concerned”.

The transcripts of the interviews contain unmistakable evidence that principals are receiving minimal support from the parents and this has allegedly contributed to the lack of learner discipline. According to the respondents, they receive minimal support from parents because many parents are reluctant to involve themselves in the school activities and the affairs of their children (P4, P10). P10 summed it up as follows: “Parents should actively involve themselves in the education of their children because currently most parents are not actively involved in the activities of the school. Most of them are not visible at school and as such our school is ending being the baby of the SGB members and the educators. We actually need a greater role from our parents and that will in a way ease the burden on the educators as far as discipline is concerned. The educators can use most of their time in teaching and learning of the young ones”.

The research findings suggest that where parents are given meaningful decision-making authority and when principals are actively facilitating parent participation, it significantly impacts on school improvement. For principals to promote and maintain discipline in schools, they need support from parents. Parents also have to take responsibility for their children’s behaviour. The parent community should actively participate and be drawn into the activities of the school not only in terms of auxiliary services, but also in the areas of planning and financing.

4.2.2.4 Shared decision-making

Shared decision-making is about sharing decisions on the school premises. It has to do with a process of cooperative decision-making and problem solving, ownership as well as accountability (Van Deventer, 2003b:107). The quality of the leaders decision-making skills determine the effectiveness of planning, organizing, leadership style and of the controlling function (Van Deventer, 2003b:95). According to Jazzar and Algozzine(2007:90) shared decision-making builds the staff support of educational leaders. If educators are involved in shared decision-making, that will enhance the

success of the decision regardless of what was decided. Decisions fail if school principals choose not to involve the educators. The main function of the school principal is to increase participation, provide support, share information and spread decision-making among all stakeholders in the school.

What follows is a discussion of the identified themes with regard to shared decision-making.

4.2.2.4.1 Being a democratic leader

Democratic leadership relates to the issue of shared decision-making. From the individual interviews the researcher conducted with the principals, it emerged that some of the principals are democratic leaders.

The principals who took part in the study believed that a democratic leader should use teamwork, delegate tasks, responsibility and authority (P1, P2, P3, P4, P6, P7 and P9). P2, for example stated that “shared leadership is team leadership. In this type of leadership not only one individual has the sole responsibility of ensuring that work and tasks are completed and planned, but a group of individuals work together towards common goals and each one is given the responsibility to ensure that delegated tasks are completed and are therefore accountable for them”. P6 stated that “unlike if discipline is centered on a single person or individual, so if you approach discipline as a team, your approach is jointly and you are likely to achieve success rather than centralizing discipline on the principal alone.

The interviewees further expressed the view that a democratic leader should use two-way and bottom-up communication (P1, P7). P7 stated that “my leadership style is democratic and I am convinced that for me to be effective, as a leader, I may not achieve the set goals alone but I need the opinions of the staff members that I work with. It is only when you share ideas that you will achieve your objective of delivering quality education”. They also held the view that a democratic leader should involve the staff members, learners, parents, educators and other stakeholders in the decision making process. They

should work with colleagues and consult with all stakeholders to effect improvements on an ongoing basis (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10) stated that “My understanding is that leadership should be shared by educators, parents, learners, employer and the community at large. These stakeholders should be involved in the decision-making process”.

Developmentally appropriate communication approaches are used to enable learners to express themselves with confidence (P4, P10). The respondents further expressed the view that a democratic leader should have good human relations with all the relevant stakeholders (P4, P7).

Sometimes it may be imperative for democratic leaders to act in an autocratic way. They can only act democratically to the extent that the school rules and regulations and the orders of their superiors allow them to do that. The researcher found evidence from the interviews with the principals that principals who are perceived to be democratic leaders may also sometimes act in an autocratic fashion. In this regard P8 stated that “I think I am all leadership style in one. At times I am a situational leader, sometimes I am autocratic, and sometimes I am a democratic leader. It depends upon the situation, but all in all I allow everyone to participate at my school and that is helping my educators to grow so that even if I am not at school, the school runs smoothly as if I am present”. P9 confirmed the view that democratic leaders do not always act democratically: “My leadership style incorporates a democratic leadership style. There are times when I use my discretion which is very autocratic and in the majority of instances I use the democratic principles where people are consulted and after consultation we reach a consensus. After reaching a consensus people are bound by the decisions that are taken” (P9).

From the statements made by the principals, it can be concluded that democratic leaders share problems with all the stakeholders and they generate, assess and try to reach consensus on solutions. No one leadership style, in itself, is best. The reality is that every good leader will be able to identify when he/she needs autocratic, democratic or laissez-faire leadership (P8, P9). Sometimes a leader needs to take charge, sometimes he/she needs to consult and sometimes he/she needs to trust people to take initiatives. Knowing

what style one need to adopt for a particular situation becomes easier with experience (P2).

4.2.2.4.2 Effective communication

Principals can have the best ideas, but nobody will support or implement these ideas if principals fail to communicate them effectively. Principals cannot influence stakeholders unless they talk to them, and effective communication is one of the skills to get a job done. According to Squelch and Lemmer (1994:12) communication can be regarded as a way in which the school principal transmits information to educators, staff, learners, parents, education departments as well as other stakeholders in the community. Steinberg (1994:80) posits that communication is the basis for principals' interpersonal relationships. Jazzar and Algozzine (2007:109) maintain that school principals should keep the dialogue between stakeholders so that effective instruction and learner achievement can be improved.

The respondents suggested that communication can have a significant impact on the efficient running of a school and that every school principal should strive for effective communication. In this regard it was mentioned that “educators are invited to consultation meetings where decisions that affect them are taken” (P9). The interviewees held the opinion that the school principals who maintain an effective leadership style and healthy relationships with all stakeholders usually possess effective communication skills. P3, for example, indicated that his “leadership style is a democratic one whereby everybody has a finger in the pie ... everybody participate in decision making, drawing of the policies of the school” According to this respondent this leadership style promotes collaboration. Even when he is not at work, his staff members feel empowered. P4 added that he tries to “make sure that the relationship between the management and the staff, including the learners and the parents is always good because what we know is that when the atmosphere is good, when everybody is free - then people are working”. According to the respondents the advantages of effective communication are endless. It leads to the development of mutual respect between stakeholders (P3) and promotes the achievement of goals. In addition it creates a relaxed and supportive environment in the school

situation. P7 regarded his leadership style as democratic and he was convinced that he needs the opinions of the staff members that he works with to achieve the set goals. According to him, “it is only when you share ideas that you will achieve your objective of delivering quality education”.

The respondents emphasized that a good leader must be able to communicate his/her vision to his/her followers in terms that cause the latter to “buy into it”, i.e. to identify with this vision. P4 made it clear that “as far as the schools’ vision is concerned, I have a duty to make sure that all the learners that come to our school know our vision, educate them and encourage all stakeholders to meet the schools’ vision”. P10 agreed: “I have a duty to make sure that all stakeholders at our school understand our vision and [I have to - JM] encourage them to realize our vision”.

The respondents further suggested that a good leader should be able to communicate clearly and passionately because passion is contagious. The school principal should “play a leading and mentoring role. This also includes delegation of responsibilities to management members of the school and I also make follow-ups regarding the execution of tasks allocated to them and I support them where it is necessary” (P7). However, it is not necessary for the principal to do this all by him/herself. The SMT and other stakeholders also have an “interactive, participative role” (P9) to play, “based on their expertise, experience or passion for the school” since it “helps in setting standards and direction, [and] it also enables communication”. These views confirm the importance of effective communication between principal and staff members as mentioned in Chapter 2, section 2.3.6, where an outline was provided of how best effective communication can be used in the school situation.

4.2.2.4.3 Conflict management

According to Johnson (cited by Steyn,2002a:78) conflict management refers to the purposeful intervention by the school principals, in order to stimulate and encourage beneficial or helpful conflict or prevent harmful conflict. David and Thomas (1989:31) state that effective school principals should approach problems from an analytical

perspective, looking for cause-effect relationships that might suggest solutions. School principals must be able to minimize hostility between themselves, their colleagues and other relevant stakeholders. The best way to manage such harmful conflict is to prevent it from ever happening.

The respondents expressed the view that for conflict in schools to be managed effectively, school principals should engage with dissidents and avoid power struggles. They should involve themselves actively in seeking solutions to school problems and lead in carrying out suggested solutions. For example, in one school one educator did not want to be part of the team that was formed and the principal tried by all means to bring the educator back on track. Among other things the principal released him from all his teaching responsibilities and taught the subjects involved himself because the educator refused to be part of the team. When the educator realized that he was becoming an outcast, he decided to approach the principal and to acknowledge that he had been wrong: “I think what I have been doing was out of order. I feel I have become an outcast and I want to be part and parcel of the school”. Thereafter the educator started afresh and started working together with the team.

The respondents also stated that conflict can be managed effectively if principals work with stakeholders in an attempt to find solutions that go as far as possible towards achieving mutual satisfaction. This involves exploring each other's interests and concerns and looking for creative alternative courses of action (P4, P6). An example of this type of action was provided by P4 who explained that he talked to parents in order to get information about what certain boys were doing outside the school premises and managed to solve a problem that existed. P6 provided another example by explaining how he invited parents to assist him in solving a particular problem. Together they decided to punish a learner by letting him clean the toilets on a Friday. The punishment was accepted by both the parent and the learner and the learner was monitored by RCL members”.

Conflict can also be managed by creating a supportive and caring environment that helps learners to change and manage their own behaviour. According to the respondents a

person should be brought to insight into his/her incorrect behaviour. P7, for example, indicated that a certain learner was advised to focus on his studies and to respect educators. This learner was warned that a reoccurrence of unacceptable behaviour would lead to him being expelled from school”. Eventually the problem was solved in an amicable way and “the learner was advised to go and apologize to the educator and the learners - and that was done” (P9).

It is evident from the statements made by the respondents that conflict is an inevitable part of our daily lives, but that it can be solved or prevented. When managed properly it can contribute greatly to personal and school health, better understanding and innovative solutions to problems. When managed wrongly it can lead to hurt feelings, damaged relationships and low staff morale. Chapter 2, section 2.3.5, outlines how best conflict can be managed in the school situation.

4.3 Strategies for effective shared school leadership

Strategies for effective shared school leadership are the mechanisms or tactics utilized by principals to ensure their schools are working effectively. These strategies include the following: rewarding educators, creating a climate for risk-taking, delegation, teamwork and framing clear school goals and objectives.

4.3.1 Rewarding educators

An important part of a principal’s role in creating a positive learning climate involves setting up of work structures that motivate and recognize educators for their hard work and patience. They can reward or motivate educators by using privately expressed praise, public recognition, formal honours as well as awards. According to Steyn (2002 6:143) highly motivated staff members are more productive than apathetic ones. Recognizing the importance of and promoting staff motivation can contribute greatly to the effectiveness of the schools. Motivators encourage the employees to strive to do their best (Jazzar&Algozzine, 2007:65).

From the interviews the researcher conducted with the respondents, it is evident that educators expect to be given incentives for a job well done. The respondents agreed that an important part of the principal's role in creating a positive learning and teaching climate in a school is to set up a structure that rewards and recognizes educators for their efforts and good work. According to P9 good work should be acknowledged as soon as possible and educators should be rewarded for good work done. It seems important to reward educators for good work because when high performers receive a well-deserved compliment, certificate, or letter from their school principals in the presence of colleagues that gesture serves as a motivating factor for other colleagues.

4.3.2 Creating a climate for risk-taking

The respondents in this study believed that principals must understand that stakeholders have the ability to make good decisions, and that stakeholders should participate in decision-making and that better decisions could be made as a result of their active participation. It might imply staff and governing body training or assisting staff members and members of the governing body to develop. Chances to make mistakes should be regarded as learning opportunities (P4, P5, P9). As a result, an important role of a principal is "to create an environment wherein communication, setting standards and direction is realized. Principals should allow educators to take risks through tapping into their expertise" (P9).

Principals should allow all the stakeholders to make decisions and participate in shared leadership. They should also ensure that shared leadership is implemented effectively as a result of educators' participation. According to Heller (1993:96) educators should be encouraged to be risk-takers in seeking new and various avenues for increased learner achievement. The mistakes that they commit should be regarded as learning opportunities and they should understand that failure is acceptable in life (Stone, 1995:295). Effective school principals must model risk-taking as an effective empowerment strategy (Reep& Grier, 1992:92).

4.3.3 Delegation

Delegation can be regarded as an important leadership quality because releasing some power or authority with regard to particular duties can assist staff members and other stakeholders to develop and face challenges. It is regarded as a good time-management strategy and evaluating and utilizing other stakeholders' strengths will make everybody better and ultimately foster teamwork. According to Flanagan and Finger (1998:174) school principals delegate primarily because it makes their duty easier. During the individual interviews which the researcher conducted with the principals, it was evident that principals use delegation extensively. Their opinions are summarized below:

The respondents maintained that when a principal delegates duties and tasks to stakeholders like educators and members of the school management team, the responsibility and authority associated with the task are also delegated. Through the delegation of authority, stakeholders are given the power they need to carry out their assigned responsibilities. By accepting responsibility and authority, stakeholders also agree to accept credit or blame for the way in which they carry out their tasks (P2, P5, P9). However, according to P2 "Shared leadership is team leadership". This type of leadership does not provide for a single individual to take the full responsibility for ensuring that work and tasks are completed as planned, but for a group of individuals to work together towards a common goal. Each member of the team is given the responsibility to ensure that delegated tasks are completed and they are therefore jointly accountable for them. P9 elaborated on this point by indicating that in his school, they have divided all the educators into working teams, such as sports teams, safety and security teams and assessment teams. The responsibility was then delegated to these teams in that they needed to draft policies for the teams and to ensure the attainment of the vision which they formulated as their common goal.

The respondents further stated that delegation does not exist merely for the purpose of getting work done. It is the prime process by which the principals exercise and develop their staff to sensible limits of individual capacity and potential. They find ways forward, generate a clear sense of movement or direction, and identify new aims and services. They empower each other by working together (P1, P7).

4.3.4 Teamwork

School principals should establish various teams that will assist in the running of their schools. They should develop effective teams where all the necessary skills are covered. They should identify educators with key knowledge and skills and use those educators to assist them and they should not fall into the trap of the “I know everything” tendency. According to Prinsloo (2000:70), working as a team is important to maintain a common goal. The members of the team obtain better outcomes and the quality of their work and performance usually soars.

During the individual interviews conducted with the principals, it became evident that the principals are using teamwork to share leadership in their schools. Respondents held the view that all members of a team have an important function and they have to be accountable to what is required from them in order to meet common goals. According to one of the respondents, more often than not he plays the role of articulating the goals and then relinquishes the decision-making authority to the educators, however with guidance. In ensuring the sustenance of shared school leadership he ensures the balance of power where members are empowered and also helps them to empower others. He also ensures that a shared sense of purpose is established (P3).

Collectively the respondents also held the view that a team of people working together have to realize that each individual who forms part of the team, needs to be valued. A relationship has to be established between members and all contributions by members must be addressed. P6, for example, explained that issues related to the curriculum are handled by the School Management Team. Issues that are related to learners are handled by the RCL. In this way there are structures that are taking care of different aspects of the management of the school. If one approaches discipline as a team, one is likely to achieve success rather than leaving it all up to the principal alone.

The principals further held the opinion that communication is an important aspect to take into account. Team members must communicate effectively and also listen to other

members' contributions. The team and individual members should be prepared to take risks when they are doing their duties (P9). All these factors can contribute to a team being successful in achieving its goals and in supporting the delivery of quality service.

The conclusion one can draw from the various statements made by the principals, is that good leaders must be able to create and develop effective teams and work with and through them to realize their desired shared vision. This view corresponds with that of Harris (2004:15) who maintains that where educators share good practice and learn together, the possibility of securing better quality teaching is increased. Wright (2008:3) also posits that when the beliefs and contributions of educators are considered important, educators are more likely to support school goals.

4.3.5 Framing clear school goals and objectives

Leadership attempts will be useless if principals do not have clear-cut ideas of where they are leading people to. Educators will not want to get on board their idea trains if they have no clue where they are going. It is critical to set clear-cut goals for their teams. This duty refers to the principals' roles in determining the areas in which staff members will focus their attention during a given school calendar. Effective schools have clearly defined goals and objectives that focus on learner achievement. Parents, educators, learners, community members and other stakeholders should be involved when the schools' goals and objectives are developed. Stoll (1991:76) states that clearly stated agreed-upon goals give schools a sense of purpose, and enhance their planning and implementation. Ubben et al (2007:31) posit that the school principal should engage the staff members, educators, learners and the community in goal setting and problem solving because all are stakeholders and each, to one degree or another, has a contribution to make and responsibilities to assume.

The interviews conducted with principals also led the researcher to believe that clear-cut goals and objectives are a prerequisite for school principals to manage their schools effectively. The principals were unanimous in their view that the inputs of relevant stakeholders, such as staff members, during the development of the schools' goals are important. Performance goals should be expressed in measurable terms. In this regard, P6

for example, mentioned that he managed his school by objectives. As soon as he has determined his objectives, the other members of the SMT are able to test whether he is able to achieve the objectives that he has set for himself for a particular period.

Collectively, the respondents held the view that principals should ensure that the importance of school goals is understood by periodically discussing and reviewing them with staff members during the year, especially in the context of instructional and curricular decisions.

The respondents further stated that both formal communications such as a goal statement, newsletters, curricular and staff meetings, parent meetings as well as informal interaction should be used to communicate the schools' mission (P4, P5, P9). It was mentioned that key stakeholders should be informed about the mission or vision of the school. During staff meetings educators should also be informed about all major things that are taking place in a school to ensure that they are familiar with what is happening (P4). According to P9 "educators are invited to consultation meetings where decisions that affect them are taken. They are held responsible for the decisions that are taken at these meetings". P5 explained the opinion by stating that "when we organize parents' meetings or similar school activities and make sure that parents are invited because their ideas often help the staff to build the school in the right direction and the principal to manage effectively.

On the basis of the statements made by the principals, it can be concluded that when the schools' goals and objectives are imposed upon the stakeholders, people will not be committed to them. However, when goals and objectives are developed when all stakeholders are involved, those goals and objectives are often attained because the personal involvement of all stakeholders has an effect on stakeholder motivation.

4.4 PRINCIPALS' VIEWS ON DISCIPLINE

According to the respondents, discipline can be managed effectively and efficiently if teamwork is developed. The principals have the responsibility of developing staff that think and act like teams who care for each and every learner in the school community.

The principals expressed the opinion that the management of discipline will be effective if there is collaboration amongst the teams (P2, P3, P4, P6 and P8). A shared leadership style leads to much of the workload, responsibilities and problems being shared and because of this, one does not have to manage the school alone. Instead it is done together with the heads of departments, the deputy principal and educators. When all of these people are involved, it makes it easier to maintain discipline (P6). The respondents also indicated that for discipline to be maintained effectively, schools must have discipline policies. The schools' discipline policies must clearly specify consequences for misbehaviour; the actions that will be taken by the schools when rules are breached (P3, P5 and P7). P5 mentioned that maintaining sound school discipline means putting into place all the policies that have to do with good conduct. Putting these policies in place would give everyone an idea as to how one should conduct himself/herself on the school premises.

In as far as the role of stakeholder involvement in the exercising and maintenance of discipline is concerned the respondents expressed the opinion that stakeholders, for example, parents, educators and learners, should be involved when the discipline policies are drawn up. This will ensure that all the parties own such policies. This view was shared by at least four other respondents, namely P3, P7, P9 and 10. "When all these people are involved it is easier for discipline to be maintained and monitoring is also done without any problems" (P10).

School discipline is always perceived as essential for the proper functioning of schools. It is central to effective schools. School life without order and discipline will be a huge mess and an awful disaster. All school principals are responsible as professionals, for managing discipline in schools. They need to have a sense of self-worth in order to recognize and meet learners' needs. This means that within the school community principals are expected to respond in a controlling fashion to violations of the institutional rules of the schools and those forms of behaviour like theft, bullying as well as vandalism which take us more firmly into the moral domain. Critical to practice is the sound relationship between educators, learners, principals and parents.

Schools without effective discipline policies can hardly function as centers for teaching and learning. The process of developing and implementing discipline policies should involve collaborative decision-making. All the members of the school community should have the opportunity to participate in decision-making in this regard.

4.5 THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND SOUND SCHOOL DISCIPLINE

Discipline is important to education because it shapes learners' development of morals values. For principals to maintain school discipline they should have self-discipline and this means that they should show a self-controlled form of behaviour. It means to observe rules or code of conduct and to do that without being forced. For all the ethical and moral values to happen and be applicable in the school, the principal must have self-controlled discipline. Clarke (2007:66) posits that the school principal and the senior management teams should set the tone by ensuring that there are relevant systems in place, and that they themselves are punctual, meet due dates and are committed to protecting teaching time. Leadership should be shared by all stakeholders so that sound school discipline can be maintained. Reeves (cited by Kise&Russel, 2008:2) states that effective performance on every dimension of leadership is impossible for a single individual. A shared leadership style suggests that leadership activity at the level of the school, rather than at the level of an individual principal, is the relevant unit for the maintenance of sound school discipline.

The principals that were interviewed seemed to be unanimous in their view that there is a relationship between leadership style and sound school discipline. According to them, for sound school discipline to be maintained, principals should encourage a strong sense of participation and control over important educational decisions and activities in the school. To accomplish these, principals should use a participatory style of leadership, exhibit an open, professional and collegial style that fosters discussion, evaluation and improvement (P2, P3, P4, P6, P7, P9, P10). According to P2, shared school leadership contributes towards the maintenance of sound school discipline in that every member of staff becomes involved in the school processes, and the decision-making process is a collective one, based on consensus. Discipline does not often become a major issue if the

principal engages in a collaborative leadership style (P3). P10 held the view that heads of department and the deputy principal should take a large share of the responsibility for the daily running of the school. RCL members should also be involved when decisions are taken.

According to the respondents, principals should go out of their way to help educators solve (especially disciplinary) problems (P4, P7). They should show concern for the learners. There must be a spirit of cooperation to bring out the best in the learner body and teaching staff. Communication must take place between groups and individuals. The principals must be able to communicate in a variety of ways (P4, P6, P7, P9, P10). P9's opinion was that shared leadership "spills over to learners too". That is why most schools use a prefect system. The latter is a very effective disciplinary tool as learners are able to communicate at their level about what are rights and wrongs, what their needs are and what the goal and vision of the school is.

The creation of a healthy school environment should undoubtedly involve developing a place where all stakeholders share a set of essential values, participate in decision-making, as well as support a common purpose. The environment should encompass the way in which things are done and it should be a reflection of the values, beliefs and shared understanding of school staff, learners, parents and other relevant stakeholders involved themselves freely. The maintenance of sound school discipline requires ongoing attention and attempts from all stakeholders. The principals are responsible for leading and managing the schools. Being in charge of the schools means being visible to learners, staff and the public. Principals may not sit at the desks behind closed doors hoping that everything will be done. School organizations do not function in a vacuum. Schools must have viable, visible sustaining forces. Those forces are the principals.

On the basis of the foregoing discussions and citations it can be concluded that school principals must view themselves and also be viewed as professionals. Their personal conduct must be professional and their schools must be run professionally. They must demand nothing short of the highest levels of professionalism from their educators. Good schools are as good as their principals. Principals must set high standards and emphasize

in their schools the pursuit of excellence, and must not tolerate incompetence, inefficiency or mediocrity. To manage schools successfully, school principals must sometimes exercise top-down leadership and always foster collective leadership, build coalitions and ensure buy-in. Leaders must lead and they must also build and nurture leadership among learners and educators. In this way, the leader ensures that leadership comes both from both the top and the bottom. Schools need dynamic, passionate principals who lead with all the skills at their disposal.

4.6 SUMMARY

The last part of the interview questions invited opinions and recommendations regarding the implementation of shared school leadership in secondary schools. Recommendations proposed by the principals included the following;

4.6.1 Involvement of learners in shared leadership

The principals involved in this study felt that, for sound discipline to be maintained in a school, learners should be involved in the solving of disciplinary problems. Learners should also be involved when decisions are taken in this regard (P5, P6, P7, P9 and P10). By way of illustration, P6 explained that they experienced the problem of learners using cellphones when educators are teaching. In order to solve this problem, parents, educators and learners were involved. These stakeholders came to an agreement, namely that when a learner is found using a cellphone while an educator is teaching, the parent should be summoned to come to school and take the cellphone away from the learner. The parent is also compelled to pay a fine of R100,00. P6 maintained that this agreement works well in his school mainly because the punishment was accepted by both the parents and the learners.

4.6.2 Framing of clear goals and objectives regarding the roles and responsibilities of team members

The study did not only reveal that school principals should have clearly defined goals; the principals also recommended that no school should be without clearly defined, written goals. A number of coordinated objectives, each with a manageable scope appear to work best. According to P3, P6 and P7 the goals should incorporate and include educator responsibilities for achieving the goals. The style of leadership should fit the goals (P6).

4.6.3 Teamwork

The respondents recommended that for shared leadership to be maintained, teamwork should not be underestimated. Principals should use effective collaboration. Collaborative leadership should be regarded as the ability of the principal to reach out to others, but also to help others learn to collaborate (P3, P6).

4.6.4 Delegation of tasks by the principals

The respondents suggested that to achieve effective maintenance of school discipline in schools, principals must be prepared to delegate some of their responsibilities to their subordinates (P2, P5, P7 and P9). The responsibility is delegated to the teams so as to ensure the attainment of the vision which is the common goal. Every educator should be given a chance to take the lead and to head different committees (P5).

4.6.5 Greater involvement of parents in school activities

The respondents left little doubt as to their views concerning the involvement of parents in the exercise and maintenance of sound school discipline: parents must definitely be involved in all their children's affairs (P1, P2, P3, P4, P5, P8, P9). They have both the capacity and right to determine what is in the best educational interest of their children. They can have a greater impact on the children's behaviour by ensuring that learners arrive at school on time, behave correctly and wear relevant clothing. In this regard P5

stated that the disciplinary procedures that were implemented in his school were successful because they were used collectively with the parents.

4.6.6 Establishment of good relationship between school principal and other stakeholders

The principals agreed that effective teaching and learning can only take place when school discipline is maintained. In addition, the actions of principals must be supported by all other stakeholders like church leaders, policemen, educators, learners, government and traditional leaders (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10). According to them all these parties should share the responsibility of creating and maintaining an environment which is conducive to learning and teaching. They should all be involved in the maintenance of sound school discipline.

4.6.7 Shared leadership should not only be implemented at one school but across the board

The respondents recommended that principals should teach one another regarding the implementation of shared leadership. Challenges and achievements should be discussed amongst all the relevant stakeholders. P8's recommendation was that shared leadership should not be restricted to one school because it can be beneficial to the whole teaching profession. According to this respondent the whole education system can be improved if leadership is shared.

4.6.8 Identifying educators with key knowledge and skills and use those to assist principals in shared leadership

Two of the principals recommended that educators with the relevant knowledge and skills be recruited so that they can assist with the implementation of shared leadership (P1, P3). In this regard P1 stated that “some of the people who also work at school have got brilliant ideas”.

4.6.9 Participation of all stakeholders in shared school leadership

The respondents emphasized that for shared school leadership to be effective all the relevant stakeholders such as learners, educators and policemen should be involved and they must participate actively (P1, P2, P3, P4, P6, P7)

4.6.10 Principals should lead by example in shared leadership

Some of the respondents emphasized that school principals should always be exemplary in the practice of shared leadership (P6, P7). P7, for example, stated that “managers should establish good relations with staff members, learners and parents so that they can be free to make their contributions”. It is not only what principals do that affects stakeholders in the school, but also how they do it.

Chapter 5 focuses on conclusions emanating from the findings. This includes among other things the presentation of guidelines for principals to effectively and efficiently implement shared leadership in their diverse school situations. This chapter will also contain recommendations for further research.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

As indicated in Chapter 1, the purpose of this investigation was to examine principals' perceptions of shared school leadership and its relevance for school discipline. It was assumed that the school principals will not be able to manage and maintain discipline in their schools in the absence of shared school leadership.

The researcher also sought to identify strategies for effective shared school leadership in secondary schools. The researcher envisaged providing assistance to school principals in such a way that they are able to exercise sound school discipline through shared school leadership.

In Chapter 4 the researcher provided the findings of the research. The transcribed interviews were analyzed in search of emerging themes and categories. Relevant quotes from participants were cited as a way of presenting scientifically sound data. This was done with reference to the aims of this study as stated in section 1.4 of Chapter 1. This chapter now concludes the study by focusing on a number of conclusions that can be drawn from the investigation and related recommendations. Theme for further research will also be identified.

In this chapter an attempt is made to bring together the theoretical discussions in Chapter 2 and the empirical findings in Chapter 4.

5.2 SUMMARY OF THE MAJOR FINDINGS

The major findings, for which particular recommendations are proposed later in this chapter, are as follows:

5.2.1 The need for common understanding of the concept shared school leadership.

In general it appears as though the respondents did not have a clear idea, an operational definition, of shared school leadership guiding their management actions (cf section 4.2.1). The participants viewed shared school leadership as a process of solving problems, making decisions, defining a course of action and shaping the direction for individual school collaboration. They affirmed that shared school leadership is regarded as the involvement of all relevant stakeholders to ensure that the school is operating effectively. Their views concur with the opinion that shared leadership is a product of an ongoing process of interactions and negotiations amongst all the relevant stakeholders in the school as they construct and reconstruct a reality of working collaboratively together on a daily basis (cf section 2.2).

5.2.2 The need for shared leadership based on collegiality

The participants acknowledged that it is not possible for an individual person to lead and manage a school alone. Everybody is part of the school in an atmosphere of togetherness and solidarity. Their views concur with the view that shared leadership includes the work of all stakeholders who have a hand in leadership practices. The participants agreed that school principals who use shared leadership as their management style, are visionary leaders who possess the ability to conceptualize goals for their schools and to operationalize the necessary plans. They understand the value of other relevant stakeholders in the school situation (cf sections 2.4, 4.2.2.2 and 4.2.2.3).

5.2.3 Establishing effective relationships

It emerged from the viewpoints of the participants that collaborative school cultures include positive rapports and partnerships within and outside the school premises. School

principals who are used to working alone must develop the mind-set to seek out partnering opportunities as well as skills to make restorative relationships work. Teaching should focus on meeting individual learner needs by developing multiple rapports with learners, parents, educators, community members (cf sections 4.2.2.2. and 4.2.2.3).

5.2.4 Dissatisfaction with regard to parental involvement in school activities

The majority of the participants agreed that parents should be actively involved in all school activities. Their views concur with the provisions of the South African Schools Act of 1996 (RSA, 1996:2) which stipulates that all learners, parents and educators have to promote the acceptance of and responsibility for organization, governance and funding of schools in partnership with the state.

The researcher found evidence of a degree of dissatisfaction among the principals about a perceived lack of parental involvement in school activities. Parents at those schools were reluctant to involve themselves in school activities. They seemed to transfer their obligations to the school so that the school should handle all the aspects affecting their children (cf sections 2.6.3, 2.6.3.2 and 4.2.2.3).

5.2.5 The need for shared decision making

It has emerged from the transcribed interviews that the school principals who use a shared decision-making model must ensure that the participants are aware that the school principals will ultimately be making decisions based on the consensus of information they have attained from other relevant stakeholders. Successful school principals should extend appreciation to other stakeholders for their input (cf sections 2.3.3, and 4.2.2.4).

5.2.6 Effective communication

Communication skills are essential for school principals. The participants agreed that communication is about how the principals transmit information to the educators,

learners, parents and other relevant stakeholders in the community. Effective communication involves listening carefully and understanding what the other stakeholders are communicating. Their views concur with the view that effective communication is an essential task aimed at attaining mutual understanding amongst relevant stakeholders (cf sections 2.3.6 and 4.2.2.4.2).

5.2.7 Conflict management

The participants agreed that the success in resolving conflict is determined by the strategies principals select in resolving a conflict. The strategies for conflict management articulated by the school principals need to correspond with the principals' qualities, leadership style and capabilities, for if they do not correspond, preferred accomplishments will be jeopardized (cf section 4.2.2.4.3).

5.2.8 The positive relationship between leadership style and school discipline

The participants expressed the opinion that the purpose of discipline is to maintain a sense of order in the learning situation. Discipline makes learners aware that there is order in the world and that certain behaviours are controlled through rules and regulations. Schools need dynamic, passionate principals who lead with all the skills at their disposal. School principals and their senior management teams need to set the tone by ensuring that there are relevant systems of discipline in place, and that they themselves are punctual, submit on time and are committed to protecting teaching time. Their examples as disciplinarians are the most potent force in the character formation of both educators and learners (cf section 2.6.10 and 4.5).

5.2.9 Strategies for effective shared school leadership

The participants suggested the following strategies as effective mechanisms that can promote shared leadership in secondary schools:

- involving learners in shared leadership,
- framing of clear goals and objectives regarding the roles and responsibilities of team members,
- teamwork,
- delegation of tasks by the principals,
- greater involvement of parents in school activities,
- establishment of good relationship between school principals and other stakeholders,
- shared leadership should not only implemented at one school but across the board,
- identifying educators with key knowledge and skills and use those to assist principals in shared leadership,
- participation of all stakeholders in shared school leadership
- principals should lead by example (cf sections 4.6.1, 4.6.2, 4.6.3, 4.6.4, 4.6.5, 4.6.6, 4.6.7, 4.6.8, 4.6.9 and 4.6.10).

5.3 RECOMMENDATIONS

In addition to the specific strategies for effective shared leadership proposed by the participants in schools in Chapter 4, the following shared leadership model is recommended to ensure that sound school discipline is exercised effectively in secondary schools.

5.3.1 Recommendations for secondary school principals

<p>Enabling shared leadership</p> <ul style="list-style-type: none"> • Effective communication • Establishment of relationships • Motivation • Creating a climate pf risk-taking • Shared decision-making • Shared problem solving • Effective conflict management • Shared vision, goals and values • Involvement of various stakeholders • Providing learners with opportunities to discuss substantive issues. • RCL involvement in school activities • Parental involvement in school activities 	<p>Discipline</p> <ul style="list-style-type: none"> • Behaviour modification • Encouragement of positive behaviours • Clear and simple prescriptions of control formulated • Observing and evaluating school work • Taking corrective actions • Schools' code of conduct reviewed regularly • An ethic of care and accountability present in schools • RCLs involved in learners' disciplinary issues • Parents and other relevant stakeholders involved in disciplinary issues
<p>Teamwork</p> <ul style="list-style-type: none"> • Establishment of relationships • Accountability • Effective communication • Good listening skills • Respect of individual's opinion • Development of mutual trust • Team member's roles clearly defined • Establishment of clear goals and targets <p>Rewarding learners</p> <ul style="list-style-type: none"> • Rewarding appropriate behaviour • Praising appropriate behaviour • Rewarding well completed school work • Smiling • Complimenting <p>Active parental involvement in school activities</p> <ul style="list-style-type: none"> • Parental involvement on SGBs • Parental involvement in policy formulation and decision-making • Emails, sms, and mms system to inform parents about school matters 	<p>Ten strategies for effective school discipline</p> <ul style="list-style-type: none"> • Involvement of learners in shared leadership • Framing of clear goals and objectives regarding the roles and responsibilities of team members • Teamwork • Delegation of tasks by the principals • Greater involvement of parents in school activities • Establishment of good relationship between school principals and other stakeholders • Shared leadership should not only be implemented at one school but across the board • Identifying educators with key knowledge and skills and use those to assist principals in shared leadership • Participation of all stakeholders in shared school leadership • Principals should lead by example in shared leadership

FIG1. Shared school leadership model

For school principals to maintain school discipline effectively they should ensure that leadership at their school is shared. It is important to share leadership because if there is a genuine shared leadership, then everyone in the school situation can freely experiment and learning becomes creative, innovative and excellent. Freedom of expression will be fostered amongst stakeholders and this will induce in them a greater sense of ownership over decisions taken for the benefit of the school. As leaders, principals must build and nurture leadership among the learners, educators and the other relevant stakeholders. They are required to build a shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking.

Well disciplined schools make appropriate school discipline a part of every curriculum, program and practice. The principals play an important role in establishing discipline, both by effective administration and personal example. Principals of well-disciplined learners are highly visible models. Learner structure such as the RCL is involved in decision-making, teams, strategic planning and school improvement teams. Learners are also involved in the discussion of the school weaknesses, strengths and areas of improvement in the parental/educator/learner conferences. Written policies should be developed with input from everyone who will be affected by them. Rules and consequences of breaching them should be clearly specified and communicated to staff, learners and parents by means of newsletters, learner assemblies and handbooks. Once rules have been communicated, fair and consistent enforcement helps to maintain learners' respect for the school discipline system. Such collaboration is building a sense of collective responsibility among learners and parents for the accomplishment of all learners.

The ability to manage and motivate learners is essential to effective teaching and learning. Educators must have the ability to deliver the study content, monitor class behaviour and motivate the learners to learn. They must have the ability to be alert to everything that is happening in the class and school premises. Learners should be helped to judge their behaviour. They should be guided to create plans for improving future behaviour. Reinforcement should be used to increase the frequency of cooperative and on-task behaviour and to promote the development of pro-social behaviour. Good

behaviour should be rewarded with praise, quickly and spontaneously. Beyond this it is necessary to be both analytical and practical about the selection of incentives

Assuming that the central goal of schools is to provide a safe environment in which learners can learn, school principals must regularly gather and analyze data on learner behaviour and the effectiveness of disciplinary policies. Since learners who are not learning up to expectations frequently grow frustrated and exhibit inappropriate behaviour, school principals also must monitor learners' achievement and encourage corrective action, if they are to promote order. School principals have to seek the assistance and cooperation of the community and business people to improve the quality of education provided in schools. Since ill-disciplined and non-committed learners pose a challenge, the school management team should have management systems to ensure that effective teaching and learning is taking place. Structural leadership changes should be started that encourage meaningful environment in decision-making by learners, educators, parents, family members, the community members as well as other relevant stakeholders. Supportive communication should take place within these stakeholders. Parent support programs such as parents' evening and parents' meeting should be held to provide information to parents useful in supporting their children in the schools. This will facilitate shared vision and cooperation among the stakeholders.

Effective strategies for reducing disruptive behaviour in secondary schools should focus on increasing academic competence, broadening career and educational objectives, increasing involvements with delinquent colleagues and increasing belief in conventional social rules for individual learners. The above factors can be achieved effectively if there is shared leadership among the relevant stakeholders. A team of people sharing leadership have to realize that each individual who forms part of the team needs to be valued. A positive relationship has to be established between the members and all contributions by members should be addressed. All the members that are sharing the leadership have an important function and they have to be accountable to what is required of them in order to meet the common goals. All the stakeholders should be aware of their roles. If they are unaware of their roles, they will be unable to work effectively. Communication is also an important aspect to take into consideration. Stakeholders must

communicate effectively, regularly and also listen to other members' contributions, views and options.

5.3.1.1 Enabling shared leadership style

According to available literature, effective management and shared leadership are essential characteristics of effective and successful schools. Effective and efficient schools' emphasis rests on teamwork, consultation as well as the participation of all relevant stakeholders. Schools that perform poorly require visionary and innovative school principals to turn them into places of excellence. School principals should seek the assistance and collaboration of the community and other relevant stakeholders to improve the quality of education provided in schools. Schools need to have strong principals who are willing to share their power and authority and who can institute and manage change in their schools. Enabling shared leadership changes should be initiated and allow for meaningful involvement and participation in decision-making by learners, educators, parents and community members at large. Supportive communication should take place between all these stakeholders. School principals can for example, give parents significant opportunities to monitor and support learners' progress regularly. They can organize the participation of learners, educators, parents and other relevant stakeholders in decision-making teams and strategic planning. In their turn, parents and the community members can be encouraged and inspired to be involved in curriculum and fiscal discussions.

5.3.1.2 Teamwork

Principals and educators should never underestimate the value of teamwork in their profession (cf section 4.6.3). They need the skills and commitment to work co-operatively as a team. They should develop strategies to provide educators with time and opportunity to work together. All relevant stakeholders should be involved when decisions are taken. Educators teaching the same subjects must plan together and as a team do lesson study together so that the refined lesson is presented in the class. Team

teaching is encouraged and good classroom practice should be exposed to all educators. The diversities of learning in the classrooms should be taken into account when planning lessons so that the adopted teaching strategy is matched with the learning style of each learner. School improvement is more likely to happen if a collaborative professional culture is initiated among the relevant stakeholders so that they can act as a team rather than as a loose collection of individuals.

5.3.1.3 Rewarding learners

Principals should create school learning climates in which learners value academic achievements, by regularly rewarding learner academic achievement as well as improvements. Learners should have chances to be rewarded and recognized for their efforts and achievements both within the classroom and before the entire school. Principals should develop all the activities that increase the capacity of schools to respond to the diversity of challenges faced by learners. It would be difficult to improve academic performance if there is no adequate individual support. When learners are rewarded for their achievements, they will strive to do their best and behave accordingly (cf section 2.6.5).

For discipline to be effective, educators should act as role models for their learners. If they behave unethically, they will damage their own self and they will lose the trust and respect of their learners and community. Educators must behave the same way they want their learners to behave. Good relationships between all the relevant stakeholders should be established. The presence of positive relationships and attitudes between educators, learners, parents and all the relevant stakeholders is perceived as a characteristic of a functional and disciplined school. There must be positive relationships between these stakeholders. Schools should have codes of conduct for learners. Educators should ensure that they involve learners in the drawing up of school and classroom rules. It is important to involve the learners when the rules are formulated because it shows in their ability to cooperate by setting reasonable rules and it also increases the likelihood that the learners will adhere to the rules because they assisted in formulating them. Rewards and

incentives should be available to influence the learners to follow the school and classroom rules and the classroom rules must be clearly displayed on the notice boards.

5.3.1.4 Active parental involvement in school activities

Schools should ensure that parents are involved in all school activities. This will help the learners to trust the school. Learners whose parents are involved in school activities tend to fare better academically and socially than those whose parents are not involved. The democratization of education in South Africa requires a national education system which suggests the participation in school activities by all parents. Not only are parents responsible for instilling a value system in their children, but they should also be actively involved in the activities offered by schools. Ways in which parents can be involved in school activities include the following:

- Email, sms and mms systems to inform parents about learners' behaviour, attendance as well as other matters related to their children at the school.
- The revival of SGBs to facilitate the communication between the school and parents.
- Organizing parents' forums, workshops, symposiums, meetings and evenings so as to provide information to parents which can be useful in supporting their children in the school. This will also ensure that there is shared vision and collaboration among the relevant stakeholders.

5.3.1.5 Discipline

Discipline in public schools is ranked as one of the major challenges expressed by all stakeholders. The perception is that learner discipline is emerging as a serious challenge that is making many schools to be dysfunctional and ineffective centers of teaching and learning. Some of the strategies that can possibly be used to manage discipline in the schools include ensuring that school disciplinary policies and a code of conduct for both educators and learners are in place. The disciplinary policies must not only provide for emergencies. It must form part of the school life on daily basis. The learner disciplinary policy must also be developed and approved by all the relevant stakeholders. It must

specify clear consequences of breaching the rules and rewards when they follow the rules. The schools' disciplinary policies must be regularly reviewed.

5.4 LIMITATIONS OF THE STUDY

Several limitations were encountered during the course of the study. These include the fact that some school principals were reluctant to be interviewed when they realized that the researcher was using a tape-recorder. Another limitation was that the investigation focused only on ten secondary schools. The results may therefore not apply to all other secondary schools in the Nkangala District of Mpumalanga Province. Again, the investigation focused only on secondary schools and primary schools were not included. The results may therefore not apply primary schools in Nkangala District of Mpumalanga Province. Lastly, the investigation relied mainly on individual interviews conducted with ten secondary school principals and the findings reflect the views and opinions of the principals captured at that time.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Much has been written on the topic of shared school leadership. However, in the course of this study, the researcher has come to the conclusion that more research must be undertaken to extend our knowledge of the concept of shared school leadership and its relevance for school discipline. Researchers interested in this topic may wish to consider conducting research on the following issues and guided by the following questions:

- (i) Should school principals be trained to participate more effectively and efficiently in the shared school leadership process?
- (ii) Should educators and other relevant stakeholders be trained to participate effectively and efficiently in shared school leadership process?
- (iii) What types of participation do educators and other relevant stakeholders want and which do they find most satisfying in shared school leadership process?
- (iv) Do we need more research of shared school leadership that interrogates the relationship between shared leadership and school improvement?

- (v) Do we need to understand whether shared forms of leadership contribute towards improved learner outcomes and if so, in what format?

5.6 CONCLUDING REMARKS

The findings of this study will assist secondary school leaders who are experiencing management and discipline problems in their schools. The study will also encourage the establishment of the necessary environment, structures as well as support mechanisms for escalating participation and involvement in the shared leadership of senior secondary schools. Principals will also establish opportunities to review their leadership strategies with the view that other role players should participate in shared school leadership processes. The empirical evidence presented in this study suggests that effective and successful school principals are those who share leadership, know relationships and take into account the importance of a shared leadership style. They are more connected to relevant stakeholders and share leadership so as to generate organizational development and change. School principals can assist other educators to embrace shared goals, vision and values, to understand the changes that are required to strengthen teaching and learning and to work for improvement. They need to create and nurture the space for shared leadership to occur and to organize the positive situations for the shared leadership of collaborative teaching and learning. Shared school leadership should concentrate on engaging expertise wherever it exists within the school rather than seeking it only through formal position or role. The implication is that effective school principals should exercise an indirect and powerful influence on the functionality and effectiveness of schools and on the achievement of learners. Shared leadership is most likely to contribute to school improvement and to create internal capacity for development. Principals cannot provide the leadership that creates these conditions on their own. Leadership should be shared, coming from educators, learners, parents, other relevant structures as well as from the principals.

5.7 REFERENCES

Allison, B, Owen, A, Rothwell, A, O'Sullivan, T, Saunders, C, & Rice, J, 1996.*Research skills for students*. London: Kogan Page Limited.

Ary, D, Jacobs, LC, Razavieh, A & Sorensen, C 2006. *Introduction to research in education*. New York: Thomson Wadsworths.

Babbie, E 1998.*The practice of social research*. Eighth Edition. Belmont, CA: Wadsworth.

Badenhorst, J & Scheepers, L 1995.*School management training*. Pretoria: Kagiso Publishers.

Bailey, K 1994. *Methods of social research*. Fourth Edition. New York: McMillan.

Bailey, CA 2007. *A guide to qualitative field research*. Second Edition. Thousand Oaks: Pine Forge Press.

Bauer, S & Bogotch, IE 2006. *Modeling site-based decision making: School practices in the age of accountability*. *Journal of Educational Administration*, 44(5):446-470.

Bell, L 1997. *Staff teams and their management, in Leadership and teams in educational management*, in M Crawford, L Kydd & C Riches (Eds). Buckingham, 119-129.

Berg, BL 1995. *Qualitative research methodology for social sciences*. Boston: Allyn and Bacon.

Best, JW & Kahn, JV 1993.*Research in education. Seventh Edition*. Boston: Allyn and Bacon.

- Bissety, K 2000.*Expelling school crime*.Daily News. 25 February :3.
- Blandford, S 1998.*Managing discipline in schools*. London : Routledge.
- Blanford, S 2006.*Middle leadership in schools: Harmonizing leadership and learning*. Second Edition. London: Pearson Education Publishers.
- Blasé, J & Blasé, J 1999.*Implementation of shared governance for instructional improvement: Principals' perspectives*. *Journal of Educational Administration*, 37(5):476-500.
- Bogdan, RC&Biklen, SK 2007. *Qualitative research for education. An introduction to theories and methods*. Boston: Pearson.
- Bondesio, MJ & De Wet, JT 1991. *Personnel management, in Effective educational management*, in PC Van der Westhuizen(Ed). Pretoria: Kagiso, 239-344.
- Burden, PR 1995.*Classroom management and discipline*. United States of America: Longman Publishers.
- Bush, T 2007. Authenticity in research-reliability, validity and triangulation, in ARJ Briggs & M Coleman (Eds), *Research methods in educational leadership and management*. London. Sage, 91-105.
- Carbone, M 1990.*Why teacher empowerment?* The High School Journal, 73,98-102.
- Cheng, CY 1996. *School effectiveness and school-based management. A mechanism for development*. London:TheFalmer Press.
- Chirban, JT 1996. *Interviewing in depth: The interactive – relational approach*. London: Sage Publications.

Christian, JA 1991. *Managing classrooms: an instructional perspective*. India: The Indian Publications.

Clarke, A 2007. *The hand book of school management*. Cape Town: Kate McCallum. Publishers.

Cohen, L, Manion, L & Morrison, K 2005. *Research methods in education*. Sixth Edition. London: RoutledgeFalmer.

Coles, MJ & Southworth, G 2005. *Developing leadership: Creating the schools of tomorrow*. London: Open University Press.

Covey, S 2004. *The eighths habit; from effectiveness to greatness*. New York: Simon & Schuster.

Cresswell, J 1994. *Research design. Qualitative and quantitative approaches*. California: Sage.

Crow, GM 2005. *Developing leadership for schools facing challenging circumstances, in Developing leadership: creating the schools for tomorrow*. London: Open University Press, 65-79.

Daresh, JC 1990. *The missing ingredient in administrator preparation*. NASSP bulletin, 74(526):1-5.

Davis, GA & Thomas, MA 1989. *Effective schools and effective teachers*. Boston: Allyn and Bacon.

De Grauwe, A 2005. *Improving the quality of education through school-based management: Learning from international experiences*, *Review of Education*, 51:269-287.

De Vos, AS & Fouche, CB 1998a. *General introduction to research design, data collection methods and data analysis*, in AS De Vos (Ed). *Research at Grass Roots. A primer for the caring professions*, Pretoria: Van Schaik, 76-94.

De Vos, AS & Fouche, CB 1998b. *Writing the research proposal*, in AS De Vos (Ed). *Research at Grass Roots: A primer for the caring professions*, Pretoria: Van Schaik: 95 – 106.

De Vos, AS 1998a. *Introduction to the research process*, in *Research at Grass Roots. A primer for the caring professions*. Pretoria: Van Schaik, 37-50.

De Vos, AS 1998b. *Combined quantitative and qualitative approach*, in *Research at Grass Roots: For the social sciences and human service professions*. Pretoria: Van Schaik: 357 – 363.

De Vos, AS 2007. *Qualitative data analysis and interpretation*, in De Vos, AS, Strydom, H, Fouche, CB & Delport, CSL (Eds). *Research at grass roots for social sciences and human service professions*. Third Edition. Pretoria: Van Schaik.

Dekker, EI 1993. *Parent orientation for partnership in education*, in *Critical Issues in Modern Education*, in Dekker, EI & Lemmer, EM (Eds). Durban: Butterworths Publishers, 151-190.

Denscombe, M 2007. *The good research guide: for small scale social research projects*. Third Edition Berkshire: McGraw – Hill.

Denzin, NK 2007. *The reflective interview and a performative social science in qualitative research 2 Volume 111. Sage benchmark in social research methods*, in A Bryman (Ed). London. Sage, 233-259.

Dowling, E & Osbourne, E (Eds) 1985. *The family and the school: A joint systems approach to the problems with children*. New York : Routledge.

Drake, TL & Roe, WH 1986.*The principalship*.Third Edition. New York: Collier Macmillan Publishers.

Duignan, P 2006.*Educational leadership.Key challenges and ethical tensions*. Cambridge: Cambridge University Press.

Duke, DL 1990. *School organization, leadership and student behaviour, in Student research strategies: Research and practice*, edited by OC Moles. Albany: State University of New York Press, 19-46.

Dunklee, DR & Bracey, GW 2000.*If you want to lead, not just manage: A primer for principals*. Thousand Oaks: Corwin Press.

Elliot, J, Ebbutt, D Bridge, D, Gibson, R & Nias, J 1991.*School accountability*. London: Grant McIntyre.

Esterberg, KG 2002. *Qualitative methods in social research*. Boston: McGraw-Hill.

Everard, KB & Morris G 1985.*Effective school management*: London: Paul Chapman Publishers.

Everard, B & Morris, G 1990.*School management*. London: Paul Chapman Publishers.

Flanagan, H & Finger, J 1998.*Just about everything a principal need to know in South Africa*. Halfway House: Zebra Press.

Flick, U 2009. *An introduction to qualitative research*. Fourth Edition. London: Sage.

Francolin Illustrated School Dictionary for Southern Africa 1997. Cape Town: Maskew Miller Longman.

Fraze, LE & Hazel, RW 1990: *School management by wandering around*. Lancaster: Technomic Publishing Company.

Freankel, JR & Wallen, NE 1993. *How to design and evaluate research in education*. New York: McGraw-Hill.

Froyen, LA & Evertson, AM 1999. *School wide and classroom management: The reflective educator leader*. Third Edition. New Jersey: Prentice Hall, Inc.

Fullan, M 1993. *Change forces: probing the depths of educational reform*. London: The Falmer Press.

Furtwengler, WJ 1990. *Improving school discipline through student teacher involvement, in Student research strategies: Research and practice*, edited by OC Moles. Albany: State university of New York Press, 77-105.

Gamage TD & Sooksomchitra, P 2004. *Decentralization and school-based management in Thailand*. *International Review of Education*, 50:289-305.

Gamage, DT 2008. *Three decades of implementation of school-based management in the Australian capital territory and Victoria in Australia*, *International Journal of Educational Management*, 22(7):664-675.

Gaustad, J 1992. *School discipline*. *Eric Digest*, 78:1-5.

Gay, LR & Airasian, P 2003. *Educational research: competencies for analysis and applications*. Seventh edition. Ohio: Merrill Prentice Hall.

Geyer, Y 2000. A united effort to make schools safer. *Sowetan*, 15 March: 4.

Gottfredson, DC 1990. *Developing effective organizations to reduce school disorder*, in *Student research strategies: Research and practice*, edited by OC Moles. Albany: State University of New York Press, 47-62.

Gray, DL & Smith, AE 2007. *Case studies in 21st Century school administration. Addressing challenges for educational leadership*. London: Sage Publications.

Greeff, M 1998 . Information collection: interviewing, in AS De Vos (Ed). *Research at Grass Roots: For the social sciences and human service professions*. Pretoria: Van Schaik: 291 – 320.

Grey, J 2000. *Tackling the culture of slacking off. The teacher*, March: 15.

Gronn, P 2000. *Distributed properties: A new architecture for leadership. Educational Management Administration & leadership*, 28:317-338.

Habile CA 2006. *Effective teaching and learning strategies. A paper presented at Niyabonwa Education Indaba hosted by the Mpumalanga Department of Education: Witbank*, 31 March 2006.

Hallinger, P 2003. *Leading educational change: reflection on the practice of instructional transformational leadership. Cambridge Journal of Education*, 33(3):329-351.

Harris, A 2004. *Distributed leadership and school improvement: Leading or Misleading? Educational Management Administration and leadership*, 32(1):11-24.

Hatch, JA 1990. *Doing qualitative research in education settings*. New York: State University of New York Press.

Heller, GS 1993. *Teacher empowerment-sharing the challenge: A guide to implementation and success. NASSP Bulletin*, 77:94-103.

Hesse-Biber, SN & Leavy P 2006. *The practice of qualitative research*. Thousand Oaks: Sage.

Hittleman, DR 1997. *Interpreting educational research .An introduction for consumers of research*. New Jersey : Prentice-Hall.

Hopkins, CD 1976. *Educational research.A survey for inquiry*. Columbus: Charles, E Merrill.

Hopkins, D, Ainscow, M & West, M 1994. *School improvement in an era of change*. London. New York: McMillan.

Hughes, LW 1994. *The principal as a leader*. New York: MacMillan College Publishing Company.

Hugo, J 2008. *It is always your way or the highway? Assertive communication is more effective than being aggressive*. City Press, 6 April:1.

Janson, CA 2002. *The organizational culture of the school*, in PC Van der Westhuizen (Ed). Pretoria : Van Schaik, 119-154.

Jazzar, M & Algozzine, B 2007. *Keys to successful 21st century. Educational leadership*. Boston: Pearson Education, Inc.

Joubert R & Prinsloo, S 1999. *Education Law. Study Unit 1 (Reader)*. Pietermaritzburg: University of Natal/SACTE.

Kise, JAG & Russel, B 2008. *Differentiated leadership: Effective collaboration, communication, and change through personality type*. California: Corwin Press.

Krefting, L 1991. *Rigor in quantitative Research: the assessment of trustworthiness*. *The American Journal of Occupational Therapy*, 45 (3): 214 – 224.

Kruger AG & Steinman, CF 2003.*The organizational climate and culture of schools, in I Van Deventer & AG Kruger (Eds), An educator's guide to school management skills.* Pretoria: Van Schaik, 14-25.

Kruger, A G & Van Schalkwyk, O J 1993. *Classroom management.* Pretoria: Academica.
Kruger, AG 2003.*Cultivating a culture of learning and teaching, in An educators guide to school management skills,* edited by I Van Deventer, & AG Kruger, Pretoria Van Schaik, 3 -13.

Kumar, R 2011.*Research methodology. A step-by-step guide for beginners.* London: Sage.

Kvale, S 1983.*The qualitative research interview, a phenomenological Psychology, hermeneutical mode of understanding,*Journal of Phenomenological Psychology 14: 171-196.

Kvale, S 1996.*Interviews: An introduction to qualitative research interviewing.* London: Sage Publications.

Lam, YYK 2006. *Local responses to school-based management in Hong Kong,* Educational Studies, 32(2):171-185.

Lambert, L 2002.*Beyond leadership.A framework for share leadership.* Educational Leadership, 59 (80):37-40.

Lambert, L 2003.*Leadership capacity for lasting school improvement.* Alexandria,VA: Association for Supervision and Curriculum Development.

LeCompte, MD&Preissle, J 1993. *Ethnography and qualitative design in educational research.* Second Edition.California: Academica Press, Inc.

Lee, I&Reigeluth, CM 1994. *Empowering teachers for new roles in a new educational system*. Educational Technology, 34: 61 – 72.

Leedy, PD 1993. *Practical research planning and design*. Fifth Edition. New York: MacMillan.

Lehman, JD 1992. *Three approaches to classroom management*. New York: University Press of America, Inc.

Leithwood, K & D Jantzi 2000. *The effects of different sources of leadership on student engagement in school, in Leadership for change and school reform: International perspectives*, edited by KA Riley & KS Louis, London: RoutedledgeFalmer, 50-66.

Lemmer, EM 2002. *Fostering language development in multicultural schools in South Africa*, Educare, 31(1 & 2): 38-62.

Liamputtong, P & Ezzy, D 2005. *Qualitative research methods*. Second Edition. New York: Oxford University Press.

Lincoln, YS & Guba, EG 1985. *Naturalistic inquiry*. Beverly Hills: Sage.

Lodico, MG, Spaulding, DT & Voegtle, KH 2010. *Methods in educational research. From theory to practice*. Second Edition. San Francisco. Jossey-Bass.

Mabeba, MZ & Prinsloo, E 2000. *Perceptions of discipline and ensuring problems in secondary education*. South African Journal of Education, 2(1):34-41.

Mandela, N.R 1994. *Long walk to freedom*. London: Abacus.

Marks, HM & Louis, KS 1997. *Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance*. Educational Evaluation and Policy analysis, 19 (3): 245 – 275.

Marks, HM &Printy, SM 2003.*Principal leadership and school performance: An integration of transformational and instructional leadership.Educational Administration Quarterly*, 39(3): 370-379.

Mason, J 1997. *Qualitative research*. London: Sage.

Maykut, P &Morehouse, R 1994. *Beginning qualitative research : a philosophical and practical guide*. London :The Falmer Press.

McBurney, DH 1994. *Research methods*.Third Edition. Pacific Grove, California: Brooks / Cole Publishing Company.

McCraken, G 1988. *The long interview: qualitative research methods series 13*. California: Sage Publications.

McLaughlin, TH 2000.*Schools, parents and the community, in Key Issues in Secondary Education*, in Beck, J & Earl, M(Eds). London : Continuum, 86-95.

McLean, A 2003. *The motivational school*. London: Paul Chapman Publishers.

McMillan, JH & Schumacher, S 2006. *Research in education: evidence-based inquiry*. Boston: Pearson Education.

Merriam, SB 1998. *Case study research in education*. San Franscisco: Jey-Bass Publication.

Miller, J &Glassner, B 2004. *The “inside” and “outside” finding realities in interviews*, in D Silverman(Ed). London: Sage, 124-139.

Mizel, O 2009. *Accountability in Arab Bedouin schools in Israel. Accountable to whom?Educational Management Administration & Leadership*, 37(5):624-644.

Mortimore, P, Sammons, P, Stoll, L, Lewis, D & Ecob, R. 1998. *School matters: The Junior Years*. Wells: Open Books.

Mouton, J & Marais, HC 1996. *Basic concepts in the methodology of social sciences*. Pretoria: HSRC Publishers.

Mouton, J 1996. *Understanding social research*. Pretoria: Human Sciences Research Council.

Mouton, J 2008. *How to succeed in your Master's and Doctoral studies: A South African guide and research book*. Pretoria: Van Schaik.

Mpumalanga Department of Education 2005. *Summary of the report on the state of education in the KwaNdebele enclave (Focus on the causes of high failure rate)*. Mpumalanga Province.

Mpumalanga Department of Education 2012. *Planning Section-annual returns for 2012*. Mpumalanga Province.

Mtsweni, J 2008. *The role of educators in the maintenance of school discipline in the Nkangala region of Mpumalanga. MEd dissertation*. Pretoria: University of South Africa.

Myburgh, C. P .H. & Poggenpoel, M. 1995. *A qualitative research strategy: And what now*. RAUCUR 1(2): 4-9.

Naidu, A, Joubert, R, Mestry, R, Mosoge, J & Ngcobo, T 2008. *Education management and leadership: A South African perspective*. Cape Town: Oxford University Press.

Neal, RG 1991. *School-based management. A guide for successful implementation*. Indiana: National Educational Service.

Ngcongco, RGP 1995. *Educational leadership for schools: An African perspective*. Pietermaritzburg: Reach Out Publishers.

Nisbet, JD & Entwistle, NJ 1970. *Educational research methods*. London: University of London Press Ltd.

Nwankwo, JI 1982. *Effects of principal leadership style on staff task performance*. *African Journal of Educational Research*, 2, 71-76.

Oppelt, T 2000. *Teachers cannot beat values into children*. Sunday Times. 2 April: 16.

Oppenheim, AN 1992. *Questionnaire design, interviewing and attitude measurement*. London: Pinter Publishers.

Pandor GNM 2007. *Introducing the debate on the education budget. A speech delivered at Parliame*. Cape Town, 29 May 2007.

Patton, MQ 2002. *Qualitative research & evaluation methods*. Third Edition. Thousand Oaks: Sage.

Piek, GC 1991. *Classroom management I*. Cape Town: Maskew Miller Longman.

Poggenpoel, M 1998. *Data analysis in qualitative research, in Research at Grass Roots: A primer for the caring professions*, edited by A .S. De Vos. Pretoria: Van Schaik, 334 – 353.

Prasch, J 1990. *How to organize for school-based management*. Virginia: Association for Supervision and Curriculum Development.

Pretorius, JI& Van Wyk, JC 1991. *Legally sound school management*. Educamus, 37(8):12-15.

Prinsloo, S 2000.*School management skills*. Study Unit 3. Pietermaritzburg: University of Natal/SACTE.

Prinsloo, IJ 2003a. *Leadership and motivational skills, in An Educator's guide to school management skills*, edited by I Van Deventer & AG Kruger. Pretoria: Van Schaik,139-155.

Prinsloo, IJ 2003b. *Communication skills, in An educator's guide to school management*.edited by I Van Deventer & AG Kruger. Pretoria: Van Schaik, 156-187.

Ramsey, RD 1994. *Shaping a school culture that works for learning against discipline, edited by RD Ramsey, in Administrators' complete school discipline guide. A technique & materials for creating an environment where kids learn*. New Jersey : Prentice-Hall.

Rand Afrikaans University, n. d:*Basic steps in a research project. MEd Educational management*. Rand Afrikaans University. Department of Educational Sciences.

Razik, T & Swanson, AD 2008. *Fundamental concepts of educational leadership and management*.New York: Allyn and Bacon.

Reep, G & Grier, TB 1992.*Teacher empowerment: Strategies for success*. NASSP Bulletin, 76:90-96.

Republic of South Africa 1996.*South African Schools Act (Act 84 of 1996*. Government Gazette, Volume337, No. 17579.) Cape Town: Government Printers.

Republic of South Africa 1998. *Employment of Educators Act (Act 76 of 1998)*. Cape Town: Government Printers.

- Richards, L 2005. *Handling qualitative data. A practical guide*. London :Sage.
- Ricketts, C 1999. *Leadership: personal development and career success*. Albany: Delmar Publishers.
- Rine, CH 1997. *Excellent classroom management*. London: Wadsworths Publishing Company.
- Robertson, J 1996. *Effective classroom control. Understanding teacher-student relationship*. Third Edition. London: Hodder and Stoughton.
- Rubin, HJ & Rubin, IS 1995. *Qualitative interviewing. The art of hearing data*. London: Sage.
- Ryan, J 2006. *Inclusive leadership*. United States of America: Jossey-Bass.
- Saslow, CA 1992. *Basic research methods*. New York: Random House.
- Schurink, EM 1998a. *Deciding to use qualitative research approach*, in AS De Vos (Ed), *Research at Grass Roots. A primer in for the caring professions*. Pretoria: Van Schaik, 239-251.
- Schurink, EM 1998b. *Designing qualitative research*, in AS De Vos (Ed). *Research at Grass Roots. A primer for the caring professions*. Pretoria: Van Schaik , 252-264.
- Schurink, WJ 1998c. *Participant observation*, in AS De Vos (Ed). *Research at Grass Roots: A primer for the caring profession*, Pretoria: Van Schaik, 277 – 296.

Schurink, EM 1998d. *The methodology of unstructured face to face interviewing*, in AS De Vos (Ed). *Research at Grass Roots: A primer for the caring professions*. Pretoria Van Schaik , 297-312.

Scott, D & Morrison, M 2005. *Key ideas in educational research*. London: Continuum International Publishing Group.

Seidman, I 2006. *Interviewing as qualitative research. A guide for research in Education and Social Sciences*. Third Edition. London: Teachers College Press.

Seitisho, B 2007. *Problems schools must solve*. Sowetan, 31 December: 10.

Senge, PM 1990. *The fifth discipline*. New York: Doubleday.

Sergiovanni, TJ 1990. *Value-added leadership: how to get extraordinary performance in schools*. London: Harcourt Brace Jovonovich Publishers.

Seyfarth, J 2008. *Human resource leadership for effective schools*. Fifth Edition. New York: Pearson Education, Inc.

Shatkin, G & Gershberg, AI 2007. *Empowering parents and building communities. The role of school-based councils in educational governance and accountability*. *Urban education*, 42(6):582-615.

Shibusawa, T & Lukens, E 2004. *Analyzing qualitative data in a cross-language context: A collaborative model, in the qualitative research experience*, in DK Padgett (Ed). Canada. Thomson Books, 179-192.

Sieber, SD & Wielder, DE (Eds) 1993. *The school in society. Studies in the sociology of education*. London: Collier MacMillan Publishers.

Silverman, D 2006. *Interpreting qualitative data: methods for analyzing talk, text and interaction*. Third Edition. London: Sage.

Smith CJ & Lasett, R 1993. *Effective classroom management. A teacher's guide*. Second Edition. London: Routledge Publishers.

Sowell, EJ & Casey, RJ 1982. *Research methods in education*. California: Wardsworth Publishing Company.

Spillane, JP 2006. *Distributed leadership*. United States of America: Jossey-Bass.

Spillane, JP, Diamond, JB Sherer, JZ & Coldren, AF 2005. in MJ Cole & G Southworth (Ed). *Distributing leadership, in Developing leadership. Creating schools of tomorrow*. London: Open University Press, 37-49.

Squech, J & Lemmer, E 1994. *Eight keys to effective school management in South Africa*. Halfway House. Southern Book Publishers.

Squelch, J M 1993. *Current issues in school law, in EI Dekker & EM Lemmer (Ed). Critical issues in Modern Education*, Durban: Butterworths Publishers, 221-246.

Srydom, H 2002a. *Ethical aspects of research in the social sciences and human service professions*, in AS De Vos (Ed). *Research at Grass Roots: For social sciences and human service professions*. Pretoria :Van Schaik, 62 – 76.

Srydom, H 2002b. *The pilot study*, in AS De Vos (Ed). *Research at Grass Roots: For social sciences and human service professions*. Pretoria :Van Schaik, 210 – 221.

Steinbrg, S 1994.*Introduction to communication*. Cape Town: Juta& Co Ltd.

Stewart, CJ & Cash, WB 1985. *Interviewing*. Dubuque . Brown: Publishers.

Steyn, GM 1996. *The quest for quality in our schools*. Educare, 25(1 & 3): 120-136.

Steyn GM 2002a. *Conflict resolution and management*, in GM Steyn& JE Van Niekerk (Ed).*Human resource management in education*. Pretoria: University of South Africa, 66-105.

Steyn, GM 2002b. *Staff motivation and job satisfaction*, in GM Steyn& EJ Van Niekerk (Ed).*Human resource management in education*. Pretoria: University of South Africa, 137-177.

Steyn, SC 2002c. *The educational system in relation to its environment*, in PC Van der Westhuizen.*Schools as Organizations*.Pretoria : Van Schaik, 3-32.

Steyn, GM & Van Niekerk, E 2002.*Human resource management in education*. Pretoria: University of South Africa.

Stoll, L & Bolam, R 2005.*Developing leadership for learning communities*, in *Developing leadership: creating the schools for tomorrow*. London: Open University Press, 50-64.

Stoll, L 1991. *School effectiveness in action: supporting growth in school and classrooms*, in M Ainscow (Ed), *Effective schools for all*. London: David Fulton Publishers, 69 -91.

Stone, SJ 1995. *Empowering teachers, empowering children*. Childhood Education, 71:294-295.

Strydom, H & De Vos AS 1998. *Sampling and sampling methods*, in AS De Vos (Ed). *Research at Grass Roots: A primer for the caring professions*, Van Schaik, 189-201.

Strydom, H & Delport CSL 1998. *Information collection: document study and secondary analysis*, in AS De Vos (Ed). *Social Sciences and Human Service Professions*. Pretoria: Van Schaik, 321-332.

Tauber, RT 1995. *Classroom management Theory and practice*. Second Edition. Fort Worth: Harcourt Brace College Publishers.

The South African Concise Oxford Dictionary 2002. Cape Town: Oxford university Press.

Treffry, D Summers, E, O' Neil Hasset, P & Todd, J 1997. *Collins New English Dictionary*. Harper Collins.

Ubben, GC, Hughes, LW & Norris, CJ 2007. *The principal. Creating leadership for excellence in schools*. London: Pearson Education, Inc.

Van der Westhuizen, PC 1991. *Educational management tasks*, in *Effective educational management*. Pretoria: Kagiso, 135-235.

Van Deventer, I 2003b. *Problem-solving and decision-making skills*, in I Van Deventer & AG Kruger (Eds), *An educator's guide to management skills*. Pretoria: Van Schaik, 95-107.

Van Deventer, I. 2003a. *Educational management in schools*, in I Van Deventer & AG Kruger (Eds), *An educator's guide to school management skills*. Pretoria: Van Schaik, 65-77.

Van Nieker, EJ 2002. *Working with teams in Human resource management in education*, in GM Steyn & EJ Van Niekerk (Eds). Pretoria: university of South Africa, 190-136.

Van Rensburg, CJJ, Landman, WA & Bodenstein, HCA 1994. *Basiese begrippe in die povoedkunde/ Basic concepts in education*. Halfway House: Orion Publishers.

Van Schalkwyk, OJ 1986. *Educational systems: Theory and practice*. Alkantrant: Educo Publishers.

Van Wyk, JG 1983. *The law of education for the teacher*. Pretoria: Academica.

Van Wyk, N 2001. *Preparing South African educators for school-family-community partnership*. Educare, 30 (1&2): 115-139.

Viljoen J & Moller T 1992. *School management*. Pretoria: Via Afrika Ltd.

Vockel, EL 1993. *Educational research*. New York : MacMillan.

Wallen, NE & Fraenkel, JR 1991. *Educational research: a guide to the process*. New York: McGraw-Hill.

Wash, M 2001. *Research made real: A guide for students*. London: Nelson Thornes Ltd.

Watson, G 1996. *Teacher smart! 125 tested techniques for classroom management and control*. New York: Centre for Applied Research in Education.

West, M, Jackson, D, Harris, A & Hopkins, D 2000. *Learning through leadership, learning through learning: Leadership for sustained school improvement, in Leadership*

for change and school reform: International perspectives, in KA Riley & KS Louis(Eds). London: RouteledgeFalmer, 30-49.

Wohlstetter, P, Mohrman, SA & Robertson, P 1997. *Successful school-based management: A lesson for restructuring Urban schools*, in *New schools for new century: The redesign of urban education*, in D Ravitch& JP Viteritti(Eds). New Haven: Yale University Press.

Wright, LL 2008.*Merits and limitations of distributed leadership: Experiences and understandings of school principals*. *Canadian Journal of Educational Administration and policy*, 69:1-13.

Zuma, JG 2009.*An address at the meeting on the occasion of the President's national interaction with school principals at the Durban International Convention Centre on 7 August 2009*.

APPENDIX A

J. Mtsweni
P.O. Box 1562
KWAMHLANGA
1022

05/11/2010

The District Director of the Nkangala Region
Mpumalanga Department of Education
Private Bag X4021
KWAMHLANGA
1022

Dear Sir

RE: ACADEMIC RESEARCH WORK

As a Doctor of Education candidate at the University of South Africa working with Prof JJ Booyse, I am engaged in a research study entitled: **"SOUTH AFRICAN PRINCIPALS' PERCEPTIONS OF SHARED LEADERSHIP AND ITS RELEVANCE FOR SCHOOL DISCIPLINE"**

The Senior Secondary School principals will form part of the study and their participation is highly important. The anonymity and confidentiality of the participants and the schools will be ensured through the usage of code names instead of real names.

I am therefore requesting your permission to conduct this study and involve the principals in this study.

Your permission to secure data for this study will be deeply appreciated.



MTSWENI J. (DED STUDENT)



PROF JJ BOOYSE
PROMOTER

Ref: 570 – 867 – 2

Principal: Mbalenhle Sec School (TwEEfontein South Circuit)

NB: URGENT REPLY PLEASE.

APPENDIX B

P.O. Box 1562
KWAMHLANGA
1022

DATE: _____

To the Principal

Dear Sir / Madam

RE: ACADEMIC RESEARCH WORK

Your school has been selected to take part in a research study entitled: **"SOUTH AFRICAN PRINCIPALS' PERCEPTIONS OF SHARED LEADERSHIP AND ITS RELEVANCE FOR SCHOOL DISCIPLINE"**.

The research is in fulfillment of the requirements towards a Doctor of Education Degree as prescribed by the University of South Africa (UNISA). Permission to conduct the research within the province has been secured from the Mpumalanga Department of Education (See attachment).

The anonymity and confidentiality of the participants and the schools will be ensured through the usage of code names instead of real names. You will form part of the study.

It is envisaged that the results of this study could assist in the successful implementation of shared school leadership.

Thanking you in advance for your co-operation.



MTSWENI J. (DED STUDENT)
Ref: 570 – 867 – 2



PROF JJ BOOYSE
PROMOTER

APPENDIX C



Education
DEPARTMENT OF EDUCATION
MPUMALANGA
NKANGALA DISTRICT

Private Bag x4021
KwaMhlanga
1022
Building No.5
Government Complex
Mpumalanga Province
Republic of South Africa

OFFICE OF THE DISTRICT DIRECTOR

Litiko leTefundvo Umnyango weFundo Departement van Onderwys Umnyango wezeMfundo

REF NO13/1
ENQ: JJ MABENA

MR. J. MTSWENI
P.O. BOX 1562
KWAMHLANGA
1022

Dear Mr. Mtsweni

RE – REQUEST FOR PERMISSION TO CONDUCT AN ACADEMIC RESEARCH WORK IN SCHOOLS IN NKANGALA DISTRICT

1. I refer to the above subject and your letter dated 05 November 2010
2. Permission is hereby granted for you to conduct an academic research in schools under Nkangala District. You are also permitted to involve principals on the following conditions:
 - 2.1 That you do not disrupt principals in their work
 - 2.2 That you do not interrupt the academic programmes of the schools
 - 2.3 That you make arrangements with the principals well in advance for your interview.
 - 2.4 That you involve principals who are willing to participate.
3. On this occasion, the Department of Education wishes you all the best in your studies and hope that your qualification will benefit the system.

Yours faithfully

DISTRICT DIRECTOR

2010. 11. 30
DATE

Together Educating the Nation



APPENDIX D

STANDARD ETHICS PROTOCOL

My name is Jim Mtsweni. I am a researcher on a project entitled: **"SOUTH AFRICAN PRINCIPALS' PERCEPTIONS OF SHARED LEADERSHIP AND ITS RELEVANCE FOR SCHOOL DISCIPLINE"**. This study is supervised by Prof JJ Booysse of the University of South Africa. He may be contacted at these phone numbers: 012 429 4353 / 083 280 8663 should you have any questions.

Thank you for your willingness to participate in this research project. Your participation is very much appreciated. Just before we start the interview, I would like to reassure you that as a participant in this project you have several very definite rights.

First, your participation in this interview is entirely voluntary.

You are free to refuse to answer any question at any time.

You are free to withdraw from the interview at any time.

This interview will be kept strictly confidential and will be available only to members of the research team.

Excerpts of this interview may be made part of the final research report, but under no circumstances will your name or identifying characteristics be included in this report.

I would be grateful if you would sign this form to show that I have read you its contents.

(Signed)

(Printed)

(Dated)



MTSWENI J. (DED STUDENT)
Ref: 570 - 867 - 2



PROF JJ BOOYSE
PROMOTER

APPENDIX E
INTERVIEW SCHEDULE

1. What is your understanding of the concept shared school leadership?
2. What role do you play in shared school leadership?
3. What is your role in promoting school's vision?
4. How do you get educators participate in shared school leadership?
5. What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?
6. Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?
7. How would you describe your own leadership style? Does this leadership style promote shared school leadership?
8. What impact does shared school leadership have on the maintenance of sound school discipline?
9. Please provide me with information about a managerial or disciplinary problem or any related incident that has occurred in the school recently and how you dealt with it.
10. What recommendations can you make regarding the implementation of shared school leadership in secondary schools?

APPENDIX F

VERBATIM REPORTS OF THE INTERVIEWS

VERBATIM REPORTS BETWEEN THE RESEARCHER AND SECONDARY SCHOOL PRINCIPALS IN THE NKANGALA DISTRICT OF MPUMALANGA

KEY: R= RESEARCHER, P1,2,3,4,5,6,7,8,9 & 10 =PRINCIPAL 1,2,3,4,5,6,7,8,9 & 10.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P1: If I have to put it in simpler terms, to me, the concept shared school leadership means the involvement of other stakeholders, such as HOD's, educators and parents in team decision making and execution of decisions taken. Although the stakeholders mentioned above have got their primary responsibilities, for example the primary responsibility of educators is to teach and to manage their classes; the heads of departments have to strike a balance between teaching and managing their department and parents have to govern (through representatives) and support these other stakeholders, but allowing them to take leading roles, during preparations and executions of duties, will, in a way give them confidence that they are being recognized and in most instances you will find that there is ownership of decisions and activities. In such a situation there is full and wholehearted participation in the activities of the school in general.

- Shared school leadership may also be referred to as partnership that the principal form with other stakeholders in order to take the school forward. This should happen without fear, meaning that the principal should not see educators as threats to his authority.

- Given the rampant change of legislations or laws governing in our country, it is unlikely that one person may be able to lead or provide necessary leadership in an environment that is populated by many individuals with diverse thinking. The workload of a school principal cannot be measured in terms of what is prescribed by the policy. There are so many unforeseen events that crop up in the school yard, and if principals can try to take the lead in all the school events, including the unforeseen, I'm sure many of them would not be able to finish the race, if one has to steal from sports language.
- Some of the people who also work at school have got brilliant ideas, and until you as a principal involve them in decision making, you will never know what you are missing. Limiting the leadership of a school to the ideas of a principal only, denies that school the opportunity to grow and keep up with the rest.
- In trying to clarify the concept of shared school leadership, one may as well bring the difference between a one person leadership and a shared leadership by saying that the former has a dominant voice and is sort of bossy style whereas the latter is consultative in nature and decision are made together.
- The common way of sharing leadership is delegation of duties

R: What role do you play in shared school leadership?

P1: The main role I play in shared school leadership is to be like a springboard, that is, get activities started. For example, the activities of initiating the first meetings that will ultimately result in the sharing of ideas and the empowering of other stakeholders to lead. Since some of the new partners may lack here and there, as a principal I support and encourage working together in order to realize the shared goal.

- As a leader who is sharing leadership with other stakeholders, I also try to enhance the skills and leadership knowledge of other stakeholders by letting them experiment with critical management decisions.

R: What is your role in promoting school's vision?

P1: My main role in promoting the school's vision is to ensure that all stakeholders such as learners, educators, parents and the school management teams know the vision statement of the school and how to realize it.

- I must also ensure that it is displayed in all strategic places, such as classes, staffrooms, offices and also put it in all correspondences with parents and other stakeholders.

R: How do you get educators participate in shared school leadership?

P1: With me it starts with the policies whereby we sit together and review policies, especially those policies that speak directly to their day to day duties, such as learning area policies, submission policies, so that whatever is in the policy has been agreed upon and is understood by every one of us so that the implementation does not catch anybody by surprise.

- We also conduct morning briefings at least three times a week which are being chaired on an alternative basis among members of the school management team.
- We also have a standing agreement in relation to heading the school in the absence of the school management team. As a result of that agreement, at least two members of staff who are not in management have headed the school.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P1: Our school does not qualify for a deputy and therefore the only head of department has been elevated to the status of a deputy and as such assumes all the responsibilities, key amongst them is curriculum management. This in essence means that the school has two heads, with me being responsible for the general administration of the school and the other being responsible for curriculum in general.

- Now, the responsibility of heading the various departments has been given to educators who are not on promotional posts. The other remaining educators are also given the responsibility of co-heading extra curricula committees with SGB members.

- So this arrangement in itself, bring to a certain extent the sharing of power because decision are being taken in various committees where in the principal is not even present.

R: Getting our stake holders involved is the essence of share school leadership. How do you achieve this?

P1: By empowering the stakeholders with some of the skills and information they will need in the execution of their duties.

- By communicating the targets clearly and letting them take charge of some of the activities in both my presence and absence.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P1: I would describe my leadership style as being situational, although it is mainly democratic, but until I become satisfied that what I have done the job and whatever I am dealing with is working , then I let go and allow takeover by other stakeholders, and I can say it does accommodate shared leadership.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P1: For the fact that learners see every educator being hands on in all the activities of the school, it sends a very strong message to them and also people from outside to say that, at that school there is a team work.

- For example it happens most of the times that you find learners being not in their classes or arriving late for lessons, especially during breaks. The worse part of it is that, some educators, including SMT members don't help the principal in 'pushing' learners into the classes. They see that being the responsibility of the principal and the effect of that is that now the learners will only see one person with authority in the campus and that leaves educators with no form of authority. In that case, teaching also suffers a lot in the classes and that compromise the whole issues of discipline in there.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P1: The recent incident that has occurred at my school, I would call it a management problem. It was brought about by the fact that this school has a very bad past. When I arrive at this school, there were many cliques or groupings around and some educators were not even on speaking terms with one another. But I tried to help them out of that situation; unfortunately, the wounds are deeper than I thought. Every little incident ends up being a big thing with and reference to the past is even made. This is even worse when we hold meetings, educators are even afraid to point out anything that has to do with one of them.

So, there was this issue of having to identify two educators who are deemed to be in excess as per post establishment. This became a problem in the sense that the past also had to do with the unsuccessful removal of some of the educators from this school. Now this brought back old memories. I spoke alone for the better part of the meeting, with no one wanting to commit himself/herself in saying who is affected. I then took them through the policy and through the tool that we were going to use in the identification. There was little participation at least on this. Although it was difficult, but we ended agreeing about the learning areas that are affected from which educators in excess will be identified.

R: What recommendations can you make regarding the implementation of shared school leadership in secondary schools?

P1: Secondary schools I think have got more opportunities to practice shared leadership because almost all the stakeholders are matured, if I'm to use that word. Learners can be used to take leading roles in various activities of the school. For example prefects, class representative, team captains can play very important roles if given chances and therefore my first recommendation would be that secondary schools should:

- Involve learners in school shared leadership.
- Develop those learners who are eager to be taken on board.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P2: The concept of share school leadership denotes the diverse nature of education and implies delegation and cooperation with the sole aim of achieving set goals and objectives that will at the end ensure the achievement and the realization of the school's mission and vision.

Shared leadership is team leadership. In this type of leadership not only one individual has the sole responsibility of ensuring that work and tasks are completed as planned, but a group of individuals work together towards common goals and each one is given the responsibility to ensure that delegated tasks are completed and there are therefore accountable for them.

R. What role do you play in shared school leadership?

P2: In a school situation, each person or individual is a leader and a manager in the position they occupy and the level they are at. For example, a class guardian or learning area teacher is a leader in their particular class or subject. Each of these leaders in their different roles, contribute towards the overall leadership in the school.

The principal, deputy principal, head of departments and the teachers, are all members of a team should ensure that curriculum implementation in a school becomes a reality.

My role is therefore that of coordination and monitoring in that I have to ensure that each team or team leader does what is expected of them and policies and resolutions are implemented as agreed.

R: What is your role in promoting school's vision?

P2: My role in promoting the school's vision is to ensure that all the school's policies aimed at the successful implementation of the curriculum and other programmes become

a reality through monitoring and cooperation with the other team leaders. This will in turn lead to quality teaching and learning and ultimately to quality education being offered in the school.

R: How do you get educators participate in shared school leadership?

P2: In our school we use teams or committees to deal with, or work on specific issues and they are given clear directions as to their roles in the form of agreed policies. These teams report directly to the entire staff and have the mandate to take decisions in their area of responsibility that are not in violation of policies and applicable laws.

Each member of staff or team is treated with respect and as a unique individual whose contribution to the school's success is recognized and appreciated.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P2: Through motivation, external, intrinsic and the establishment of teams whose activities must only be guided by agreed policies.

- By developing shared knowledge.
- By acting as a mentor – that is, providing information.
- By giving clear instruction and by delegation.
- By monitoring their performance and provide feedback.
- By facilitating group processes.
- By providing open communication.
- By providing goals.
- By allocating resources effectively,

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P2: The main stakeholders are the Governing Body and the entire parent community. We achieve this by ensuring that at the end of each term we call them and give them feedback on the learners' performance and progress, and in our discussions we also allow them to make contributions regarding the strategies to be implemented in ensuring improvement.

We also keep our parents informed regarding progression requirements and changes in policy through newsletters and general parents' meetings wherein we make presentations in terms of policy requirements and, or stipulations.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P2: My leadership style is the democratic leadership style, and specifically the transformational leadership style. This leadership style promotes shared school leadership in that one always searches for ways:

- To motivate the followers by satisfying their needs and more fully engaging them in the process of the work.
- One can, when following this style, initiate and cope with change.
- Build strong relationships with others and encourage each individual's development and growth.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P2: Shared school leadership contributes towards the maintenance of sound school discipline in that every member of staff is involved in the school process and the decision making process is a collective one and is based on consensus. Different committees or teams, for example, Sports and Culture, Learning Area, Staff development etc, to which different staff members belong, have been elected. These teams, through consultation with the entire staff, do take decisions but the final approval rests with the principal who must ensure that such decisions are consistent with policy.

Therefore, each team member knows that they are responsible and accountable for their decisions and they have to then ensure that these do not encroach into others' roles and responsibilities, and this in turn, ensure discipline.

R: Please provide me with the information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P2: In 1997 one of our learners connected an unknown device to a 1.5v torch cell and it exploded and injured him. This incident took place outside the school's gate and it was

after school hours. Educators called the learners' parents who were unable to come to school immediately. Seeing the amount of blood that the child was losing, teachers took him to hospital where he was attended to.

As a school we immediately wrote a report to circuit office explaining every detail of what and how it happened. The SGB established a disciplinary committee that investigated the incident and presented a report to the department of education.

Two years later the parent took the department to high court claiming for damages but lost the case because of the evidence in the form of the SGB report. This is an example of what teamwork can achieve.

R: What recommendations can you make regarding the implementation of shared school leadership in secondary schools?

P2: My recommendations are that as a leader one must:

- Ensure that there are clear goals and objectives regarding the roles and responsibilities of team members.
- Team members and different teams operate within the perimeters of policy.
- Respect for opinions and individuality is emphasized.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P3: Well my understanding of shared school leadership, basically I think it is the opposite of traditional leadership where the approach was from top to bottom, where the leader would take and implement decisions. The current leadership does not call for Mr Know it all but for shared leadership. The so called one man show model has some weakness. If the principal leaves the institution for instance, everything fades away. Instructional leadership should be a shared undertaking. Shared leadership can be defined as a partnership, distributed leadership or community of leadership. Under the model of shared school leadership the vision for the school is a place whose mission is to ensure that students, parents, teachers and the principals become leaders in some ways at some times. Therefore the idea of partnerships suggests two or more people sharing power and joining forces to move forward, with the sole mission of accomplishing a goal. The main duty of an administrator in a distributed leadership is to ensure the enhancement of skills and knowledge of people in the organization and use them to create a common culture of expectations; holding the organization together in a productive relationship and holding individuals accountable for their contributions towards collective results. Thus the principal can develop a community of leaders by articulating the goals, but relinquishing the decision in making authority to educators and involving the educators before decisions are made.

R: What role do you play in shared school leadership?

P3: Often or not the role I play is that of articulating the goal and that of relinquishing the decision making authority to the educators, however, with guidance. In ensuring the sustenance of shared school leadership I ensure the balance of power where members are empowered also help them to empower others. I also ensure that the goals are shared and a shared sense of purpose and working together is the aspect in this regard. The third

aspect is that I ensure that there is sharing of responsibilities where all participants share responsibilities and accountability. The fourth aspect is that I ensure that respect is the key aspect hence every individual is unique and as such we ought to embrace our differences and the last aspect is that I ensure that partnering is the integrity that is as working together collaboratively is working smarter and not harder.

R: What is your role in promoting the school's vision?

P3: Well the basic role in my endeavor is to try and ensure that the vision is attained. When educators are demoralized or lost confidence, mine is to ensure that they are confident and do their job as expected. I usually organize a very dynamic motivational speaker to come and address them in a different environment so that they can be revitalized, their courage and their enthusiasm be rekindled, hence I go to an extent of giving educators some incentives when they perform to the best of their abilities.

R: How do you get educators to participate in shared school leadership?

P3: Educators participate in school leadership through team work. I also ensure that educators are competing against one another when they are teaching. Like for instance if educators are teaching in Grade 12, there is a competition where a Physical Sciences educator will tell a Mathematics educator that he will beat him/her at the end of the year when the results are announced. A sense of ownership is also encouraged because when policies are drafted all stakeholders are involved. In this way the policies will be owned by all of them.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P3: Often than not, what I usually do, I give educators an opportunity to explore. We are having morning briefings on Wednesdays, and so what I usually do I would announce that educator X is going to be the principal of the week and that will be announced in the briefings. The person who will be assigned the duty of being the principal of that particular week will take decisions on managerial issues, take decisions on disciplinary issues and report to me on what has transpired. In an instance where you find that a teacher has got a problem of solving a particular matter then I ensure that before a matter can be dealt with he or she must consult me. On that note, I also encourage accountability for his or her actions and also encourage them to know the policies that are governing the school. If not sure then I am always available for advice.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P3: You see, especially from my staff experience, is getting parents as the stakeholders to be part and parcel of the shared school leadership. It is very much imperative to acknowledge their participation. It is also imperative to incentivize them at the end of the term for instance if they are participating in SGB matters and then at the end of their term; buy them some gifts and acknowledge their presence and the work that they have done to give them courage and I also create sound parent-teacher relationship with them. By parent-teacher relationship I am trying to say may be I am not only involving them in matters that are pertaining to governance, I am also involving them in social matters; for instance if I throw a party organized by my family I invite them so that they can also invite me to become part in whatever they are doing. So that is basically what I do with the parents and then in terms of the educators, I also acknowledge and appreciate their efforts all the time and at times we as principals; like to keep records of the wrongs that the educators do, but often we don't keep records of the good things that they do. It is also imperative that you bring them closer by ensuring that you also acknowledge the good things that they are doing; and then motivate them in whatever way that is possible, also inculcate a sense of pride in their noble calling and then incentivize the good achievers.

R: How would you describe your own leadership style?

P3: Well I would describe my leadership style as a democratic style whereby everybody has a finger in the pie. I would describe it as a democratic style because everybody do participate in decision making, drawing of the policies of the school; in all aspects I bring them on board, hence this leadership style promotes collaborative leadership. Even when I am not at work, I do not have this thing that things may not go well because I shall have empowered a number of people who in turn shall have to empower others.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P3: You see the discipline often does not become a major issue, especially if there is collaborative leadership style. Given the fact that we have a sense of ownership in terms

of policies, it becomes everyone's cup of tea to ensure that the developed policies yield the desired production.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred recently at your school and how you dealt with it?

P3: Ja, there was an educator who was just anti, not in line with my management style, especially that of making others principals of the day and all that, and his argument was that I am using them to get my salary. The educator posed the challenge on me, however I tried to speak to the educator but it was in vain. I then involved the other educators, because they were so much pleased to learn some of the things that they did not know by being principals of the day. Involving other educators also became in vain. I kept the educator at arms leg and I even went further not to allocate him subjects to teach and then I took all his subjects and I taught them because he does not want to be part of us. I took all his subjects, fortunately he was teaching the subjects that I was teaching, which are languages and I started to teach his languages and then seeing that he was becoming an outcast, he then decided to come to me and said meneer I decided to make up my mind, I think what I have been doing was out of order; so I feel I have become an outcast and I want to be part and parcel of the school. Then I said if that is the case let's start afresh; and we started working together. Another incident was one boy who was unruly. When I called in the parents, they acknowledged that this boy is very much problematic. In dealing with the boy I advised the educators in grade 10 that they don't have to mark his work and just ignore him; but often I would call the boy and speak to him frequently. I talked to him, showed him the do's and don'ts of life and finally the boy repented and if I may tell you the boy is doing very well because I also informed him that our mission here is not to destroy him but if he wants to destroy himself, then it is in his hands to destroy himself. Our aim is to make him a responsible citizen of this country. At the long run the boy changed and is now a responsible young man; and I am very much proud of him.

R: Any other problem or incident experienced?

P3: Basically there are some problems, however we have this adopted a cop especially with learners around pushing the issues of drug abuse; so we involved the police, they would then often come unannounced and get into the classes and raid them and then whatever they would get becomes a criminal matter. The police will deal with the learner

outside the premises of the school and up to now the issue of drug trafficking into this institution is very low.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P3: In essence I definitely would strongly recommend it as it showcases the potentialities that others have, which I might not be having as the principal of the school. Now what I noted is that through shared leadership, we tap into the untapped resource for improving our schools. It is not the team leader that has the leadership capabilities but also the quiet team members that assumes the role of curriculum specialist.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P4: Well my understanding is that the leadership of the school belongs to the learners, the parents, the educators, the employer and the community; and because of that they are all having a part to play in the leadership of the school. This means that these parties or the stakeholders have to be involved in the decision making. They also need a part in driving certain projects in the school so as to make a school a place for all. I also think that it is important that the principals of the schools need to get ideas of other people in almost all the matters that are holding the school, so that they can in their decision making be in a position to look in the views of other people, may be use the views of other people and his own view to make the best decisions because I think, by involving other people you are given the chances of getting the views of the people so that whichever decision you are making, you made a decision that is good for the school.

R: What role do you play in shared school leadership?

P4: In the shared school leadership I played the role of a facilitator, my duty may be that of helping in the establishment of committees that I got in the running of the school, sub-committees, the SGB, my duties also contribute to check or to make sure that the committees are functioning correctly. I am also having the responsibility of reminding people about the tasks that they have and also to ensure that instructions from above are carried out. I am also there to ensure that due dates are met in the submission of different correspondence and also to convey the relevant programmes to the employer; meaning that my duty is that of facilitating, making sure that whatever job is given is done and is done properly and to see that it is given to the employer, may be to ensure that the school is run to the best of our abilities as stakeholders or as members of the school.

R: What is your role in promoting the school's vision?

P4: Well in as far as the school's vision is concerned; I take myself as one of the main role players, because it is my duty to make sure that I educate all the stakeholders about the school's vision which was formulated by the stakeholders at the school. I have a duty to make sure that all the learners that come to school know our vision, educate them and encourage all stakeholders to meet the school's vision.

R: How do you get educators to participate in shared school leadership?

P4: Well basically, as one of the key stakeholders, are informed about, in the first place they know the mission or the vision of the school and then educators are informed of all major things that are taking place here at school in a form of meetings and also we do have the caucuses with the educators to ensure that they are informed about what is happening around them and inside the school. This information business is essential because it makes the other educators feel that they are part of the school and it also gives them a chance of contributing towards the development of the school and giving them information or involving them, make sure that they buy in, in whatever is done at school and they also support what the school is doing because they are part and parcel of everything that is done at school.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P4: Well educators are appointed to lead most of the SGB sub-committees, committees like the cultural committee and the others. In so doing we make them chair those committees and they participate in the decision making in those different committees. Now we are also ensuring that educators lead in the activities or the events that are organized by the school, in events such as the matric dances, we make sure that educators take a lead and by so doing you make them get opportunities and we also appoint educators to act in the cases where the posts are still to be advertised, like for an example when an HOD for instance, leaves the school for whatever reason, what we normally do, is that we appoint someone to act thereby giving them a chance to act in those positions. In fact we are putting them in such positions so that they can be capacitated and also feel what leadership means so that in future when they are appointed to that position in the same school or to other places, they can be in a position to take up those leadership positions with confidence.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P4: Well it is difficult to get other people to be involved in the running of your school but what we normally do is that we involve the SGB, the parents, the educators and the RCL. The first thing that is done is making sure that the people feel that they are part of the school. We also make sure that people participate in our meetings so that they can develop interest and help; that is by putting their best ideas to ensure that they develop the school.

R: How would you describe your own leadership style?

P4: Well my own leadership is a democratic style; it may be democratic there and there. I believe that for people to work at the best of their abilities they need to be happy at the workplace; therefore in order to ensure that we involve people in almost all areas so that we can avoid resistance, because what we know is that when people are involved they buy in into whatever activity there is and as such they work whole heartedly. Having said that I believe that a happy person is a person that will work. I try and make sure that the relationship between the management and the staff, including the learners and the parents is always good because what we know is that when the atmosphere is good, when everybody is free then people are working. We avoid most of the time wasters, now that is my style of leadership.

R: Does this leadership style promote shared school leadership?

P4: Yes a democratic style of leadership involves shared leadership because it entails the involvement of people, you don't just take decisions for people; you make it a point that you discuss with the people perhaps in the form of a staff meeting or discussions with the SMT or individuals before decisions are made. You make sure that you are getting the feeling of the people regarding the issues but then at the end of the day when a decision is taken, we look at the best interest of the school and it is in accordance with the legislations from the Department of Education.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P4: Well the shared leadership style in a way does ease much of the workload, responsibilities and problems are also shared and because of this; one does not carry the school alone but together with the heads of departments and the deputy principal,

educators are also involved. When all of these people are involved it makes it easier for the maintenance of discipline and monitoring is done without many problems.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred at your school and how you dealt with it?

P4: The recent incident that we experienced was that learners fought in the classroom and the fight was about a stolen cellphone. One of the children was injured and decided not to take the matter to the police or report to the parents, then the following day he came to school with the face showing signs of assault. When asking him what happened, he said he was assaulted and showed no interest to discuss the matter with me. On the second day I was called into one of the classes and I tried to enquire about what happened and I realized that the learner was assaulted by learners belonging to the same school. Supposedly, the learner decided to avenge by bringing in a knife into the classroom of that learner and thus challenged that learner to fight. In solving that problem I decided to write letters to the parents inviting them to the school. Upon talking to the parents I was able to get information about what the boys are doing outside the school premises. This matter was solved because there was cooperation between the school and the parents. I may therefore say the cooperation between the parents and the school can help in changing the lives of our learners to be good.

R: Any other problem or incident or learner problem that has been experienced by the school?

P4: No, that was the only major problem that we experienced.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P4: Well in a secondary school I recommend that there must be a standardized code of conduct that can be given to schools to adapt to their situations, so that we can more or less have common codes of conduct in different schools. I know that there are certain issues that may be special to certain schools but we need to have a standardized code of conduct that can help us to do our work. We also need to have a code of conduct which has clear roles of the RCL's. If we have a standardized code of conduct it can help in the maintenance of discipline. It can also help because in most cases the department would like us to come up with our own matters as far as these things are concerned. Each time

we come up with new ideas, they tend to be outlawed; so if we can have a standardized code of conduct which is approved by the department, it can help us greatly because we can implement those matters knowing that they are acceptable. One can also say that we need clear disciplinary procedures and we as schools need a greater participation of parents since there are parents presently not playing meaningful roles in as far as schools are concerned. They are not visible in schools and we don't feel their presence. A greater role by parents is thus needed, in that way we ease the burden on the teachers in as far as discipline is concerned.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P5: My understanding is that leadership of the school should be shared by educators, parents, learners, employer and the community at large. These stakeholders should be involved in the decision making process. This is important because involving other people, the principal will be given the chances of getting their views and whatever decision taken will be for the good of the school.

R: What role do you play in shared school leadership?

P5: The role I play in school leadership as a principal, I am at the center of all activities, my office is where all the activities within this school radiates, therefore I should see to it that all the planning of the school begin in the office and they come back to the office for evaluation. The role I play is to see to it that everyone within the school premises take responsibility for their actions for education to take place.

R: What is your role in promoting school's vision?

P5: My role in promoting school's vision is to see to it that the school advances towards the direction it is taking. Therefore as a collective, we need to identify those roles. For a vision to be specific, measurable and achievable my role is to see to it that things are done correctly.

R: How do you get educators to participate in shared school leadership?

P5: The educators need to be given tasks and roles to play. I give every educator a chance of leadership role by allowing them to head different committees like sports, cultural, safety and discipline committees. Now you can see that all parties involved in the school situation have a chance to lead a particular committee, and this in itself is a chance to participate in shared school leadership.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P5: As alluded in question four above, the responsibility of every educator is to see to it that the task of the particular committee is carried out and that is seen when the reports of different committees are made. We are able to see that the opportunity given to each educator to lead the committee is used correctly and able to exercise their power and authority in a correct way. They need to report so that we can be able to measure how we should intervene if they lack leadership skills.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P5: Firstly I need to identify the role-players who are stakeholders within the education system. We have the parents who are represented by the SGB within the school. There are also learners who are represented by the RCL. Unions are representing labour issues; traditional leaders are also representing their constituencies. Church leaders also send their people to come and preach during our morning assembly. Now to involve them in education is to make them aware that their contribution is needed so that teaching and learning can take place effectively. When we organize parents' meetings or hold school activities, we issue out invitations to parents and this is important because their ideas can help us to build the school in the right direction. These can help us to manage our school effectively.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P5: I subscribe to situational leadership style because it is participative, when you think about being autocratic one would say that it is better to being democratic because in the democratic leadership style is where consultation is done. Sometimes too much consultation will have its own flaws and then being too autocratic will also demotivate educators. Being an effective leader would mean that when decisions are taken everybody should be on board so that the decisions taken should be owned by all people. My leadership style promotes shared leadership because everybody is involved when decisions are taken and those decisions are implemented collectively.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P5: We understand the necessary point why we are at school and therefore, for a well job done it means everyone should do his/her best. When work is not done as expected, it

means that one should call people to be in order. Now maintaining sound school discipline means putting into place all the policies that have to do with good conduct. Putting these policies in place would give everyone an idea on how one should conduct himself/herself in the school premises.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P5: We had a serious problem of late coming. To solve this problem educators and parents were taken on board. Parents who are not working volunteered to come and monitor the punishment of learners who come late. This disciplinary procedure that was used collectively with parents was successful because the problem of late coming by the learners was reduced and the school is now functioning correctly. We also had a problem of learners using cellphones when educators are teaching. Parents, educators and learners were involved in solving the problem. The agreement was that when a learner is found using a cellphone while an educator is teaching, the parent should come and take the cellphone and pay an amount of R100.00 as a penalty. These problems were solved because of the shared leadership that was taking place at our school.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P5: The department of education, community, parents, educators and other stakeholders should not work in isolation but collectively so that schools can function effectively. These stakeholders should ensure that they own the policies that were drafted together. Parental involvement in education should always be increased. Duties should also be delegated to parents so that they can realize that their involvement in the school activities is important. This is very important because an individual cannot run the school being alone, you need ideas from people so that you can collectively monitor discipline and effective teaching and learning at schools.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P6: Okay, a shared school leadership has to do with the type of leadership where there is a shared responsibility among the management of the school. The school is managed by a team of people and then we usually call them a School Management Team. This team shares the responsibility in the running and administration of the school.

R: What role do you play in shared school leadership?

P6: Well as a principal you play a central role in the leadership of the school because you advise, you guide and you promote whatever expectation that is expected in the management of the school. You are there at the center, everything lies with the principal and the other members are dependent on you leadership style.

R: What is your role in promoting school's vision?

P6: Promoting the school's vision I think is one of the core responsibilities of the management of the school especially the principal and this can be accomplished if the principal himself/herself is very clear and certain about the vision and then he/she is able to advocate the vision together with the other stakeholders in the school premises.

R: How do you get educators to participate in shared school leadership?

P6: Well as the leader in a school environment the principal has the responsibility to get educators involved in the management of the school and one way of doing that is to establish different committees in the school like the sports , financial and safety committees that are necessary and they should be led by the educators themselves.

R: What opportunities have you given educators in your school to share power, to make decisions and take responsibility for their decisions?

P6: Well I have created quite a number of opportunities, as I mentioned in the previous question of getting educators involved. We've got a number of committees that are running currently and these committees are formed by the educators and they are led by

the educators and the programmes that are followed by these committees are drawn and controlled by the educators themselves. In this way the responsibility is shared and there is a lot of accountability on their side because this is their own initiative.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P6: I usually involve the educators by dividing the management into different sections, for instance issues that are related to governance are handled by the School Governing Body. Issues that are related to the curriculum are handled by the School Management Team. Issues that are related to the learners are handled by the learner structure called RCL, so in this way there are structures that are taking care of different aspects of the management of the school.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P6: I usually follow the democratic leadership style where all stakeholders are involved when decisions are made. This leadership style promotes shared leadership in that when decisions are taken people are given an opportunity to share their own views and ideas. In my view there is a direct relationship between the leadership style and shared school leadership. The two cannot be separated; the other one influences the other one. The style of leadership that you follow as a principal will be the style that is informed by the way you involve other stakeholders in your management. I believe in a style of leadership where I work on objectives and as soon as I determine my objectives, the other members are able to test whether I am able to achieve the objectives that I have set for myself for a particular period, may be for a week or for the quarter. So in this fashion there is an influence on the way I run my management with the involvement of other people.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P6: Well when coming to discipline in school environment, where there is an involvement of other people normally the goals that are set with regard to discipline are easily achieved. Unlike if discipline is centered on a single person or individual, so if you approach discipline as a team, your approach is jointly and you are likely to achieve success rather than centralizing discipline on the principal alone.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P6: The recent disciplinary problem that I had was a situation where the educator was busy teaching Mathematical Literacy in Grade 11 and then all of a sudden while the educator was writing on the chalk board, a learner who was sitting in the class threw an object towards the educator. When the educator turned to attend to the problem the class decided not to reveal the culprit, then the matter was reported to the principal. I intervened in this matter. In my discussion with the learners about the same problem, they were not able to reveal the culprit. Then I had to now take the matter and treat it in terms of disciplinary code. I informed them that the matter will now be handled in terms of the disciplinary code because the educator has been intimidated and the relevant punishment for that was that if learners are still resisting revealing the culprit then the matter will affect the whole class. Before we could institute formal disciplinary hearings, the class leader eventually decided to come to us and pointed out the culprit. We did not take the matter lightly. We took the tip from the learners and then dealt with the culprit accordingly. We also invited the parents and the decision that was taken was that the learner was given a sentence where he would go and clean the toilets on a Friday for that particular week. The punishment was accepted by both the parent and the learner and the learner was monitored by the RCL members. He was able to clean the toilets as indicated and the matter was recorded in the misconduct register and will take that as reference in the event that this very same learner would repeat the incident.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P6: Well if I have to give recommendations regarding the implementation of shared leadership. Firstly I would recommend the management planning should involve all the educators who are designated to be in the management. Then once the management is done with the planning sessions, they must take the planning to the educators that is my second recommendation. If the educators adopt and own the planning, then it becomes easier to split into various committees where the planning will now be given flesh and details at the level of educators. I strongly recommend that all the levels of planning are actually very important no other level of planning is superior to the other. When planning has reached the level of educators it has started somewhere else, it has started with the

management and it involved educators. All these stakeholders are important as far as the realization of shared school leadership is concerned.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P7: In my view shared school leadership is when the School Management Team members have a specific responsibility and fulfills it for the achievement of the vision and mission of the school as opposed to when the principal is the sole monarch of an institution. It is like each SMT member contributes and their contribution is valued.

R: What role do you play in shared school leadership?

P7: I am playing a leading and mentoring role. This also includes delegation of responsibilities to management members of the school and I also make follow-ups regarding the execution of tasks allocated to them and I support them where it is necessary.

R: What is your role in promoting school's vision?

P7: My role is to ensure that all tasks which determine the delivery of quality education to learners are executed and where there is a deviation I intervene and correct the situation like for example the attendance of periods, if an educator has bunked his/her class then I call the educator and sit together and correct the situation so that it does not recur.

R: How do you get educators to participate in shared school leadership?

P7: By way of holding staff meetings and in such meetings I afford them the opportunity to contribute positively. They are also given tasks to perform, like participation in the disciplinary committee and other committees. I do not impose decisions upon them, instead we discuss and reach consensus.

R: Can you name those committees.

P7: Sports and Culture committee, financial committee, safety committee and disciplinary committee.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P7: We have education specialists who are heads of departments. Though the departmental meetings are in our year programmes, they are the ones who convene and chair these meetings and in those meetings they agree to adhere to the work schedules and that have to be monitored by the principal.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P7: Through convening parents' meetings and explaining to them the vision and mission of the school and they are allowed to make their own contributions. I also invite them to discuss the progress reports of their children. I also meet with the RCL members and discuss with them the role they can play in taking the school forward educationally.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P7: My leadership style is democratic and I am convinced that for me to be effective as a leader I may not achieve the set goals being alone but I need the opinions of the staff members that I work with. It is only when you share ideas that you will achieve your objective of delivering quality education.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P7: Discipline is maintained and it is maximal because when we draw a disciplinary policy all staff members are involved and therefore they own this policy.

R: Please provide me information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P7: We just had a case of a grade 11 learner who was problematic in the sense of despising all the educators that are teaching him. We met with colleagues and invited the mother to come to school. A meeting was held and in that meeting we became aware that this learner has behavior problems because he has emotional problems at home. We tried to advise him so that he should focus on his studies and for him to achieve success it is important that he should respect educators, and we also said to this learner that should this behavior occur, we are going to recommend that he be expelled at this school.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P7: I would say that managers should establish good relations with staff members, learners and parents so that they can be free to make their contributions, they should also be aware that their recommendations will be considered and managers should also lead by example.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P8: My understanding is that all the stakeholders within the school are ensuring that the school runs smoothly and all the stakeholders are allowed to participate in the decisions that are made.

R: What role do you play in shared school leadership?

P8: I usually play the role of being an overseer because I delegate most responsibilities to the SMT, to educators, the support staff and to the SGB.

R: What is your role in promoting school's vision?

P8: I usually ensure that all stakeholders are moving towards the realization of the school's vision. In our daily staff meeting and when we hold parents' meeting we always remind them of our vision.

R: How do you get educators to participate in shared school leadership?

P8: We usually form committees like sports, cultural, debate, safety, financial committees. In these committees educators are choosing where they want to participate. They head and chair when meetings are held. They participate actively and they take responsibility and are accountable for whatever their department or committee is doing.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P8: The opportunity I give my educators is that the issue of school discipline belongs entirely to them and it is overseen by the deputy principal and they meet on Wednesdays in order to conduct disciplinary hearings with the learners, it is their responsibility as well to draft exam time tables and period attendance registers.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P8: As indicated above they are allowed to come up with different committees and they report their findings to the whole staff during the staff meetings. We've got the safety committee which is chaired by the deputy principal and one educator. They conduct disciplinary hearings on Wednesdays and recommendations are referred to the principal for more discussions. The problems are then dealt with accordingly. The SGB is also involved in the school governance. Mrs Motau is responsible for textbooks and stationery and the retrieval forms are kept safe in her office.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P8: I think I am all leadership style in one. At times I am a situational leader, sometimes I am autocratic, and sometimes I am a democratic leader. It depends upon the situation but all in all I allow everyone to participate at my school and that is helping my educators to grow so that even if I am not at school, the school runs smoothly as if I am present.

R: Does your leadership style promote shared leadership?

P8: Yes I think it does according to my thinking, why because even if I am not at school, the school will continue as normal.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P8: Oh the impact is huge at school, because not only is the school disciplined but it also contribute positively to the performance of the learners, the image of the school itself, so sharing discipline is good for example in my school, whether an educator is in class or not learners, they are always in class because they know that the educator next door will make sure that they are disciplined and they do not roam around but they remain in class and that is because we share leadership.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P8: Well the disciplinary problem that we had was of burglary which involved two of our learners who organized some of their friends from outside of the school and they stole quite a number of items and because of this shared leadership, educators managed to get the culprits through interrogating other learners. Finally the culprits came up and indicated to us that they are the guilty party. The crime needed police and the police were

called. The learners underwent a disciplinary hearing at school and their parents were also involved.

R: Any other problem or incident that involve learner disciplinary problem.

P8: No we are fortunate in that we still have learners that we can manage. I think our advantage is that we really focus on age, we encourage learners who may seem older to school going to go to FET colleges, other than that our learners' age allow us to maintain some form of discipline.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P8: My recommendation is that this shared leadership should not be within one school but it will be beneficial to the profession if it can go as far as neighboring schools sharing leadership, whereby principals can share their challenges and achievements together. The education system can be improved if leadership is shared.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects

R: What is your understanding of the concept shared school leadership?

P9: My understanding is that it is the interactive, participative role of the team (SMT) and other stakeholders (educators and parents) to assist the principal in the role of leadership, based on their expertise, experience or passion for the school. It helps in setting standards and direction, it also enables communication.

R: What role do you play in shared school leadership?

P9: My role in this process is to create an environment where in the above namely, communication, setting standards and direction is realized. I allow people or my followers to take risks through tapping into their expertise.

R: What is your role in promoting school's vision?

P9: Vision is a broad concept. My role in this is to offer key strategic guidance for the fulfillment of the vision. Stagnation or dysfunctionality of the school is greatly caused by the lack of vision from the leader, in this case the principal. It therefore speaks for itself that in order to provide guidance I need to be the thinking tank always generating fresh ideas. The implication here is that I must ensure that all the stakeholders such as learners, educators, parents and the school management teams know the vision of the school and how to realize it.

R: How do you get educators to participate in shared school leadership?

P9: The school boasts an establishment of 37 educators and 4 SGB employed educators. These educators all have different expertise and some experience that can assist in the attainment of the school vision. We have divided all the educators into working teams such as sports team, events team, safety and security team and assessment team, etc. The responsibility is delegated to these teams in that they need to draft policies for the teams so as to ensure the attainment of the vision which is our common goal.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P9: Educators are divided into working teams such as the sports team, events team, safety and security team as well as the assessment team. The educators are invited during consultation meetings where decisions that affect them are taken. They are held responsible for the decisions that are taken at these meetings and those in their designated teams.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P9: The other stakeholders not yet dealt with are parents and they play a fairly equal and important role. Our school has a School Governing Body where very active parents are the primary members holding the chairperson, legal head and financial position. For non SGB parents, meetings between the parents and the SGB are also held where these parents have the opportunity to present their views.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P9: My leadership style incorporates a democratic leadership style. There are times when I use my discretion which is very autocratic and in the majority of instances I use the democratic principles where people are consulted and after consultation we reach a consensus. After reaching a consensus people are bound by the decisions that are taken. The leadership style that I use promotes shared school leadership because people are consulted when decisions are taken.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P9: Discipline is almost the best in maintaining good results. You cannot handle learners, educators or stakeholders that are undisciplined. Because of the educator-parent contact sound discipline is maintained. Parents play a vital role in assisting educators through ensuring that learners are dressed up in school uniform. There is also a disciplinary committee that deals with behavioral issues. Shared leadership spills over to learners too. The school uses a prefect system and this is a very effective disciplinary tool as learners are able to communicate at their level about what are the rights and wrongs and what their needs are and what is the goal and vision of the school.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P9: Discipline as I mentioned is quite challenging in most instances. In this instance we had a learner in grade 7, the learner had all the qualities and he was elected to be a prefect and as the learner was proceeding with his studies we started observing him having behavioural problems. Normally at the beginning of the year grade 7 learners are requested by the educators to write something about themselves. It was picked up that this learner is from a polygamous family which could have added anger on him. We could not see the subtle anger of the learner but one day it just exploded when he turned against the educator and shouting at the educator and the educator lost it and almost hit him. Because of our system of discipline and because of sound relationship between the school and parents, the parent was phoned. The matter was discussed and we could solve it at a very mutual level before taking the matter very far because the learner was given a chance to air his anger in the presence of his parents but we noted that some parents are very sensitive, in this instance the father was very sensitive. This boy was undermining the mother but we could bring him closer to discipline because we highlighted the importance of him in respect, because respect is one of the values that are highly maintained in this school. The problem was solved in an amicable way. The learner was advised to go and apologize to the educator and the learners and that was done. He continued to a prefect although he was under the strong warning, that is how discipline played a role in shared leadership or if it wasn't that we had a good relationship between the parent and the school I am sure it would have been difficult for the school to be able to get the learner back on track and be a positive learner again.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P9: Educators should develop working teams even if they don't see eye to eye but when it comes to work situation let them all be involved and let everybody play a role. Let them be committed to what they are doing. Parents should be involved in the education of their children. The other one will be to the RCL members for the purpose it is meant for that is to work with educators and learners for the attainment of the vision of the school because

without a vision the principal wouldn't make it. Schools should identify educators with key knowledge and skills and use those educators to assist the principal. The other one is to acknowledge good work as soon as possible and educators should be rewarded for good work done. Lastly communication channels should be encouraged between the schools, learners, parents and educators. These stakeholders should understand their line functions and responsibilities and they must be recognized.

R: Thank you very much for your support.

R: First of all I would like to thank you for participating in this interview. This is not a test of your competence as the school principal, rather for the purpose of my research. I want to find out about the South African principals' perceptions of shared leadership and its relevance for school discipline. I would like to add that this interview is very confidential and no where is your name and school going to be mentioned. Secondly bearing in mind that confidentiality is ensured, please feel free to speak openly about your own experiences both negative and positive aspects.

R: What is your understanding of the concept shared school leadership?

P10: Ja my understanding in connection with shared school leadership is that it is the inclusion of all stakeholders for example, educators, learners, SGBs and the community at large.

R: What role do you play in shared school leadership?

P10: As the school principal I coordinate all the stakeholders that are attached to school. I ensure that whatever work that is given to us is done accordingly. I make it a point that the learners, educators, parents and the community at large are working together to realize the vision of the school.

R: What is your role in promoting school's vision?

P10: I am always a guider. I am guiding and making sure that things are happening, organized and coordinated to all the above mentioned structures. I have a duty to make sure that all the stakeholders at our school understand our vision and encourage them to realize our vision.

R: How do you get educators to participate in shared school leadership?

P10: In the first place educators know the vision and mission of the school. They are informed of all the major things that are taking place here at school. Now this information business is essential because it makes the other educators feel that they are part of the school and it also gives them a chance of contributing towards the development of the school. Giving them information or involving them will ensure that they buy in into whatever is done at school and as such instead of may be criticizing negatively they

contribute towards the development of the school. They also support what the school is doing because they are part and parcel of everything that is done at school.

R: What opportunities have you given educators in your school to share power, make decisions and take responsibility for their decisions?

P10: Well educators are appointed to lead most of the SGB sub-committees, such as the financial, cultural, safety and feeding scheme committees. We make them chair those committees and they participate in the decision making in those committees. When we organize matric dance the educators are the once who take the lead and by so doing we make them to get opportunities to make decisions. We also appoint educators to act in cases where there are posts that are still to be advertised, like for example when an HOD for a certain reason leaves the school for whatever reason, we appoint someone to act in that position. We are putting them in such positions so that they can be capacitated and also help them see what leadership means and this will assist them to handle those positions with confidence in future.

R: Getting other stakeholders involved is the essence of shared school leadership. How do you achieve this?

P10: Well it is a bit difficult to get other people involved in the running of the school but we have the involvement of the SGB, parents, educators and the community at large. We make sure that these people participate in our meetings so that they can develop interest towards the school and realize that their ideas are needed and respected.

R: How would you describe your own leadership style? Does this leadership style promote shared school leadership?

P10: My own leadership style is the democratic leadership style where I involve people maximally. We believe that for people to work to the best of their abilities they need to be happy at the work place. We involve people in our leadership to avoid resistance and as such when people are involved they will buy in into that activity and work wholeheartedly. We try and make sure that the relationship between the management, staff members and learners is always good. Planning and decision making is done

together with all the relevant stakeholders. My leadership style promotes shared school leadership because decisions are taken together and consultations are done before anything can happen. We look at the interest of the school and whatever is done, is done in the best interest of the school and is done in accordance with the legislations that are there from the Department of Education.

R: What impact does shared school leadership have on the maintenance of sound school discipline?

P10: Well shared leadership in away does ease much of the work load to be done because when leadership is shared, problems are also shared and solved collectively and one does not carry the school's problems being alone. We have the heads of the departments and the deputy principal that are also having the fair share of responsibility in the running of the school. The RCL members are also involved when the decisions are taken. When all these people are involved it is easier for discipline to be maintained and monitoring is also done without any problems.

R: Please provide me with information about a management or disciplinary problem or any other incident that has occurred recently in this school and how you dealt with it.

P10: Now the recent incident that we experienced was the incident where learners fought out of the school campus, I mean after school. One of the learners was injured. This learner decided not to take the matter to the police and reported it to the parents. Now one day he came to school with the face showing signs of assault and when I asked him as what happened he said he was assaulted. He did not show any interest of relating the story to me, I left the learner alone.

On the second day I was called to one of the classes and going there I found one learner who was slightly bleeding. This learner was one of learners who assaulted the injured boy. The learner who was injured decided to avenge by taking a stone and throw it at the learners who assaulted him. I decided to call upon the parents of all the learners so as to solve the problem. The matter was solved amicably by sitting down with them and I managed to convince the boys to ensure that they behave accordingly. I also decided to arrange counseling for all of those learners that were behaving badly. In this regard I may say that the cooperation between the school and the parents can help to build up some of our children. Trust between the school and the parents can also help in changing the lives of our learners for good.

R: Any other problem or incident that was encountered by the school?

P10: Late coming, bunking of the classes, failure to do homework or projects.

R: How do you deal with these problems?

P10: The parents of the learners are always involved when these problems are solved.

R: What recommendations can you make regarding the implementation of shared leadership in secondary schools?

P10: Well in a secondary school, I recommend that there must be a standardized code of conduct that can be given to all the schools to adapt to their situations. What I am saying is that we can more or less have common code of conduct in different schools. I know that there certain issues that are different from schools to schools but a standardized code of conduct can help us to solve our problems easily. Now to also minimize problems by learners, we also need to have clear roles of the RCL members.

Well for the long time we have been having workshops for those learners but they have not yet really made a mark in as far the school administration is concerned. Their role is very minor. Well if we can have that standardized code of conduct it can help us greatly because in most cases the Department of Education would like us to come up with our own measures in as far as discipline is concerned.

One can also say that we need clear disciplinary procedures. Parents should actively involve themselves in the education of their children because currently most parents are not actively involved in the activities of the school. Most of them are not visible at school and as such our school is ending up being the baby of the SGB members and educators. We actually need a greater role by our parents and that will in a way ease the burden on the educators in as far as discipline is concerned. The educators can use most of their time in teaching and learning of the young ones.

R: Thank you very much for your support.

